

CHARACTERISTICS OF LEADERSHIP STYLES AND PROGRAM  
DEVELOPMENT AMONG AFRICAN AMERICAN  
MALES AT THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

BY

JOSEPH LEANTHONY CROSS

DISSERTATION

Submitted in partial fulfillment of the requirements  
for the degree of Doctor of Philosophy in Education Policy Studies  
in the Graduate College of the  
University of Illinois at Urbana-Champaign, 2017

Urbana, Illinois

Doctoral Committee:

Associate Professor Christopher M. Span, Chair  
Professor Eboni Zamani-Gallaher  
Associate Professor Yoon K. Pak  
Professor William T. Trent

## ABSTRACT

If there is to be representation in which both college administration and faculty mirror the nation's demographics, then it must be assured that Black males have equal opportunity for access and affordability to attain degree completion. Black male students interested in success have much to learn from Black men who have actually been successful. Leadership is an attitude, behavior, personality, and mind-set of bringing a group of people together to reach a common goal. Leadership is just one way to ensure competitiveness and progress in education, as well as in the units within higher educational institutions. The purpose of this study is to compare the transformational, transactional, servant-leader, and visionary leadership characteristics of five African American male senior administrators and the common characteristics that have made the programs they have developed a success at the University of Illinois at Urbana-Champaign. This qualitative research is an analysis of African American male leaders at the University of Illinois at Urbana-Champaign and the impact of their leadership on the institution. The research specifically identifies five African American males who have been employed with the University of Illinois for at least twenty years and have held senior administrative positions. The findings seek to understand how these African American males developed valued programs at the institution. The quotes within the findings were used in an attempt to provide a more detailed picture of the participant's lived experiences.

## ACKNOWLEDGMENTS

“For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.” (Jeremiah 29:11 New International Version)

*Lord, I thank you for good health and a mind to persevere. I thank you for this opportunity to attain this important educational credential. Each step of the way I asked you to put my mind to sleep, take over my thoughts and allow me to rest in you. Thank you God for the words you provided, direction you navigated, and people you strategically placed in my path on this journey. It's because of Your grace, mercy, wisdom, knowledge and understanding that I made it through. Thank you God, you didn't have to do it but I'm so glad you did!*

I want to take this opportunity to thank the following individuals for their support of me during this significant and magnificent journey. First to my three children Lauryn Lillian Cross, Christopher Joseph Cross and Hannah Marie Cross. We Did It!! Through it all our motto has been “we stay together”; and as a team we don't quit, we never give up and we continue to press toward the mark for the prize of the high calling in Christ Jesus. (Philippians 3:14) You are my inspiration and my sound of music. I thank you for your love, our dinner table talks, compassionate hugs, never-ending jokes, and most of all allowing me to be the proudest father in the whole world each and every day. All of me, loves all of you, all day long!

I want to thank my amazing parents Dr. Daniel C. Cross Sr. and Lillian B. Cross, for allowing me to be born on your wedding day January 6<sup>th</sup> and for staying in love for now 44 years. I want to give a great big shout-out to my siblings Daniel “Curt” Cross Jr., Leinad W. Cross, Joshua L. Cross and Catherine L. Cross. I praise God for the special bond we have and the love we've given to one another throughout the years. My father, is the first Cross to ever receive

a doctorate degree. I do not know a greater leader than my father, for it was he that led us all to the cross of Christ.

I want to thank the members of my dissertation committee: Dr. Christopher M. Span (Chair), Dr. Yoon K. Pak, Dr. William T. Trent and Dr. Eboni Zamani-Gallaher. I feel blessed and honored to have had such an esteem group of dedicated scholars to get me through the dissertation process. Your guidance and support inspired me to contribute my voice to the academic world. Your confidence and support meant a great deal to me.

I want to thank the participants with whom this study is all about. It was a pleasure to be in the presence of such prestigious men. I thank you for allowing me to break time in your schedule to talk with each of you for as long as I needed to. I appreciate your candor, openness, and personal stories regarding your journey as senior administrators. It was important to hear for myself of the struggles, disappointments, strategies and achievements that you endured as an African American male in America. It is my hope that your stories will inspire young people all over this world to impact our educational system no matter the odds. Your stories encouraged me at a time when I was looking for purpose and professional guidance. Through our conversations, you mentored me right back into the game. What you have given to me, I will give back to others two-fold. I will continue to carry the torch my father has passed on to me and I now hand to my children, that they will hand to my grandchildren. My hope is that this study continues your legacy of light in the eyes of the academy and beyond.

I want to thank the countless number of colleagues and friends who supported me during my dissertation journey. We've encouraged one another during uncertain times and partied when we completed another step in the program. I owe a debt of gratitude to each of you for the talks, the shoulder to cry on, the listening ear, the advice, the pot-luck dinners when I didn't have food

in the refrigerator, the rides to work, and the free babysitting while I went to class. Man, there's no words that could thank you enough or money that would pay enough for your compassion. You were the resources I needed to make it.

Lastly, I want to give encouragement to every single parent who has been given a dream to obtain a degree. Don't allow doubt to rob you of that victory. You can do it! The moment you make a decision to go all-in, God unleashes a team of angels and ideas that He has already strategically placed in your path. When I look back on life, I want to reflect on the things I did and not the things I didn't do. I want to remember the risks I took and the dreams I pursued. I'm glad I had the courage to grab hold to the dream that pursued me for years. I held on tight to that dream with all my might and did not allow it to get away. I'm grateful I was able to live out this dream I had on the inside. As a single parent, struggle and criticisms are prerequisites for greatness. Truth be told, that is the law of the universe and no one escapes it. Pain is a part of life, but you get to choose what type. Either the pain on the road to success or the pain of being haunted with regrets. You still have been given a gift called life, so don't waste it. In the words of my momma Lillian B. Cross, "This too shall pass".

Here's to my brand new ending, but your new beginning.

## TABLE OF CONTENTS

CHAPTER 1 INTRODUCTION .....	1
<b>Problem Statement</b> .....	1
<b>Purpose of the Study</b> .....	7
CHAPTER 2 REVIEW OF THE LITERATURE .....	9
<b>Organizational Culture</b> .....	9
<b>Organizational History</b> .....	10
<b>Organizational Diversity</b> .....	11
CHAPTER 3 METHODS AND RESEARCH DESIGN .....	14
<b>Qualitative Approach</b> .....	14
<b>Narrative Analysis</b> .....	18
<b>Participant Selection</b> .....	20
<b>Questions and Data Collection</b> .....	25
CHAPTER 4 FINDINGS .....	28
<b>Bridge &amp; Transition Program</b> .....	28
<b>Office of Minority Student Affairs</b> .....	34
<b>Project 500</b> .....	39
<b>Irwin Academic Services Center—Academic Center for Student- Athletes</b> .....	44
<b>Activities and Recreation Center (ARC), Formerly Known as Intramural Physical Education (IMPE) Building</b> .....	50
<b>Data Analysis: Thematic Coding</b> .....	56
<b>Theme One: Leadership Preparation Experiences</b> .....	56
<b>Theme Two: Collaboration with Each Other</b> .....	73

Theme Three: The Role of Family .....	79
Theme Four: Influential Women on Campus .....	84
Theme Five: Leaving a Legacy .....	87
<b>CHAPTER 5 SUMMARY, CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS.....</b>	<b>101</b>
<b>Introduction.....</b>	<b>101</b>
<b>Summary.....</b>	<b>101</b>
<b>Organization of the Findings .....</b>	<b>104</b>
<b>Overall Value of the Findings .....</b>	<b>105</b>
<b>Implications .....</b>	<b>108</b>
<b>Conclusion .....</b>	<b>109</b>
<b>Recommendations for Further Research.....</b>	<b>112</b>
<b>REFERENCES.....</b>	<b>115</b>

# **CHAPTER 1**

## **INTRODUCTION**

### **Problem Statement**

Within higher education, there are pressing problems that warrant scholarly examination, persistent intervention, policy responses, and greater accountability. However, what is also needed are instructive insights from those who have actually gained acceptance into college, as well as those who have engaged inside and outside the classroom, those who have performed well academically, and those who have received bachelor's degrees and/or pursued graduate school. Who are our leaders who have experienced college as students and administrators? Who works to strengthen and encourage the next generation of college students? What can these leaders in higher education teach us? In this study, five senior administrators are interviewed. They recall their journey and accomplishments in higher education of how they have emerged as successful leaders in their profession. Each personality interviewed illustrates varying personality traits that explain their success as leaders at one of the premier universities in the nation.

This research moves beyond the perspectives of low minority enrollment, faculty-to-student disengagement, and dismal degree completion among Black males. It aims to highlight African American males who either currently are or have been in positions of senior leadership in higher education. The emphasis is on their leadership traits and styles related to the policies, programs and resources they have created that help students succeed at their university.

Extensive literature exists about leadership styles and their implications for organizational change and development, but very little that emphasizes African American male leadership in the academy. Notwithstanding, there are several studies that aid us in better



understanding leadership styles across a variety of organizational spaces. Arguably the notable are by Bernard Bass and his associates. Bass and Avolio (1990) article, “The Implications of Transactional and Transformational Leadership for Individual, Team, and Organizational Development,” illustrates that transactional leadership practices are contingent upon reinforcement that is demonstrated through rewards and punishments. The article identified leaders who manage by transactional means of negotiating incentives amongst staff. For example, if staff members perform well, they receive a reward. When they don’t perform well, a reprimand or penalty is given. This is done because rewards and reprimands are dependent on the performance of the group. The emphasis is based on outcome and production. The concept of transactional leadership was introduced more than a century ago by Max Weber (1864-1920), a German sociologist, and has been an ever-constant style of leadership since its inception. Even today, more companies seem to be adopting the transactional leadership model to increase the performance and productivity of their employees (Avolio & Bass, 1990). Varol and Varol (2012) also note the rewards and penalties practices of transactional leadership in their research. Varol & Varol, alongside Bass & Avolio (1990) was among a number of researchers who identified this type of leadership as a contingent rewards plan, by which efforts by members are exchanged for specified rewards. In contingent rewarding behavior, leaders tend to make specific assignments about what needs to be done in exchange for a specific reward. Studies have examined the impact of contingent rewards behavior on perceived autonomy (Bass & Avolio, 1990).

Transformational leadership is another style of leadership. It is one that inspires, stimulates, and motivates the goals of the leader, the group, individual followers, and the larger organization. Bass’s article (1999), “Two Decades of Research and Development in

Transformational Leadership”, argues that transformational leadership is more effective than transactional leadership. Bass asserts that today’s organizational culture prefers transformational leadership because the leaders who use this style identify goals that go beyond short-term objectives (rewards) and are concentrated on higher organizational needs for the greater good of the organizational unit (Bass, 1999). Varol and Varol (2012) also states, “transformational leadership is the most popular theory of leadership,” (280) because it motivates the group to perform at a higher level and helps to improve their own leadership potential and growth. Through the transformational leadership style builds a culture that allows administrators to change the overall long-term needs of an organization for the better, which in turn builds the morale and performance of the group. The transformational leader focuses on personal development, which includes satisfaction at work, commitment to work and organizational productivity. Transformational leaders encourage development and change. Leaders who communicate a sense of strategy tend to find clear and workable ways to overcome obstacles, are concerned about the qualities of the services their organization provides, and inspire other members to do likewise (Swail, 2003). Transformational leaders believe in the productivity of their members, they inspire and motivate them to go beyond normal levels of performance.

Burt Nanus (1992) has done extensive research on third style, visionary leadership. In his article, “Visionary Leadership: Creating a Compelling Sense of Direction for Your Organization,” Nanus identifies important parts of visionary leadership and its role in achieving organizational success. Nanus writes that visionary leaders are capable of learning and adapting to change. His book, *Visionary Leadership: How to Re-vision the Future (1992)*, Nanus provides examples of success of companies run by visionary leaders such as Polaroid, Sony, Bank of America, IBM, Apple, and Exxon, to name a few. In all of these examples, the companies

encountered external challenges that constantly forced them to develop new ideas, innovation, and outcomes in order to remain relevant and exception in their respective fields of development. For instance, in 1926 Edwin H. Land of Polaroid, envisioned a new way of photography, as Land wanted to minimize the time between taking a photo and viewing the image. The same visionary leadership happened at Sony in 1945 under the executive leadership Masaru Ibuka who sought to develop audio recording products that would directly benefit the needs of the general public. His visions for Sony have influenced consumerism for more than a half century. Similarly, it was the vision of Steve Jobs of Apple Inc., in 1976 that lead the way in the manufacturing of personal computers and technology.

Larry Lashway (1997) has studied how visionary leadership applies to differing education systems, and provides insight into what education experts consider problematic tasks for school leaders to address within the educational system. Lashway discusses various definitions of vision, the significance of vision in education institutions, the way in which visionary concepts develop, and how vision creates a more unified school culture. Similarly Kevin Groves (2006) investigated the direct effects of emotion expressed by visionary leaders, and the relationship between leadership and organizational change. The leadership effects on a group are based on vision statements that provide the directional path for the organization. These vision statements are supplemented with a mission statement that energizes and inspires all members of the organization as they pursue institutional objectives. The vision and mission statements establish the long-term goals, and are the basis for identifying the methods for implementing strategy. These findings were striking, in that those visionary leaders who demonstrated high levels of emotional skills facilitated the greatest organizational changes within their particular organizations.

A fourth style of leadership, servant leadership is an increasingly popular concept in the repertoire of leadership styles. In searching through the literature of servant leadership there is little verifiable research that exists to support the evidence used in most of the popular materials. Traditional leadership theories are most often behavior-based (Draft, 1999). Accordingly, researchers and practitioners alike acknowledge leadership as a critical force in producing desired organizational outcomes, particularly when those outcomes directly hinge upon employee performance. Researchers usually first observe the conduct of leadership in the workplace. Draft and Lengel (1998) argue, however, that additional leadership concepts and development are needed because environments are changing rapidly with regard to increased complexity and greater demands for successful internal and external collaboration. New perspectives on leadership, like that of the servant leader, are called for to supplement predominant existing views, such as transactional and transformational leadership styles. Observations pertaining to leader behavior, organizational outcomes, employee performance, and staff recruitment and retention are explained from a behavioral perspective (Draft & Lengel, 1998). Most authors present models of servant leadership based on variables and service as identified in the literature. The small stream of literature that emphasizes the concept 'servant leader' emerges from the work of Robert Greenleaf (1977). In his first work, *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness* (1977), Greenleaf defines servants as those who strive to meet the highest priority needs of others. In addition, he defines leaders as those who go ahead to guide the way. Greenleaf illustrates that servant leaders have a natural feeling to want to serve first, then makes a conscious choice to lead when called upon. Twenty years after espousing his original definition, Greenleaf's description of servant leaders remains consistent. In his 1996 edited book, *On Becoming a Servant Leader* (1996),

Greenleaf states that the focus of the servant leader is on others in the leader-follower process. He reiterates that the servant leader is first and foremost the servant. Farling, Stone and Winston (1999) concur arguing that the servant leader process brings the leader and the follower to even higher levels of performance. In their process model there are several variables that lead to servant leadership. For example, vision leads to influence, influence leads to credibility, credibility creates trust, and trust establishes service, and the process, subsequently, repeats itself. The premise is that servant leadership should works to continually build and mature both the leader and the follower. Klyne Snodgrass (1993) asserted that people do not become servant leaders by choice or desire, but rather, require something surpassing human knowledge and the ability to make routine choices. From Snodgrass' viewpoint, the source of the servant leader's values is spiritually-based. Therefore, values such as justice, equality, human rights, and integrity transform the relationship between leader and organization.

The literature above helps one to understand the differences in transactional, transformational, visionary, and servant leadership styles. However, what is not evident are voices from those in the profession, specifically, in the field of postsecondary education—those doing the work and making a record of what it takes to lead successfully. Also missing are examples of how race and gender played a role (if any) in effective leadership. This was particularly true with regard to the primary focus of my research, African American male leadership. The lack of the African American male perspective in some historical context, particularly surrounding issues of leadership styles, is problematic, and serves as the impetus for further exploration of this group within the themes of this research.

## **Purpose of the Study**

The purpose of this study is to give voice to African American male leaders in higher education. It interviews five African American males who hold (or have held) have significant leadership roles at the University of Illinois at Urbana-Champaign. It chronicles their leadership styles and characteristics based on the programs they have either developed or lead as senior level administrators at this Midwestern research university. The interviews offer a short biography of each of them and captures what these men experienced, what brought them to the University of Illinois at Urbana-Champaign, and the varying factors that led to their leadership positions.

As more African Americans advance in higher education, so does the interest in studying the leadership characteristics and styles of this historically marginalized groups. It is significant because the narratives profiled in this research highlight African American leaders who have utilized various leadership styles to empower, develop and implement change. The participants identify themselves as African American. This study captures the 1) the nature of African American male leadership in academia; and 2) attempts to uncover a new way of conceptualizing African American male leadership. This approach broadens the traditional views of leadership by exploring the core concepts of these African American males at the University of Illinois at Urbana-Champaign, while simultaneously providing viable tools with which to train future African American leaders.

Data for the research was gathered through semi-structured interviews. Semi-structured interviews permit participants to describe their own experiences in an informal and relaxed setting (Kvale, 1996). I utilized an interpretive approach (Connelly & Clandinin, 1990), in order to delve into the understandings and experiences of each participant. Stories and descriptions of

this experience are given status when presented as narratives in order to contribute to the participants' sense of wellbeing (Mishler, 1986). This approach aligns with qualitative-oriented educational research. Narratives are actual accounts of individual experiences that offer an opportunity to extend that experience to others (Wildly & Pepper, 2005). Contemporary models of educational leadership involve morals, values and ethics. Educational leadership encompasses some realignment of educational culture to pursue shared goals for change. This study focuses on four contemporary conceptualizations of educational leadership: transactional, transformational, visionary, and servant, and how the character traits of African American male leaders in higher education differ from the available literature on these leadership styles.

## **CHAPTER 2**

### **REVIEW OF THE LITERATURE**

Leadership in higher education aims to change values and preferences in order to promote an inclusive organizational culture for diverse populations (Aguirre & Martinez, 2002). It is often viewed as transformational, meaning that it is responsive and adaptive to promoting change in the institution and in relationships with the surrounding environment (Bass, 1999). There is a relationship between organizational culture, history, and diversity that plays a role in framing institutional structures in a manner that promotes the hiring and promotion of administrative leaders in higher education. This is particularly true of the participants in this dissertation, as each man has built a legacy, culture, and history through the organizational culture they have built. Notwithstanding, in order to better understand this perspective, a short synopsis will be offered of what is organizational culture, organizational history, and organizational diversity.

#### **Organizational Culture**

Pettigrew (1979) defined organizational culture as a blend of beliefs, ideology, language, and rituals. Masland (2000) refers to organizational culture as the mixture of values, beliefs, and ideologies of those within an organization. Within these views are the practices of individuals and groups that embody the values of an organization. Organizational culture encompasses an understanding that unites and strengthens the association among faculty, staff and administrators in higher education (Masland, 2000). Organizational culture is a framework for creating a community that nurtures learning and growth for all of its members, through education, training and engagement with others. The promotion of diversity within higher education creates an organizational culture of acceptance that fosters a sense of belonging among all persons. By



doing so, the organization recognizes and respects differences, which promotes a sense of loyalty to the organization (Brown, 2004). Organizational culture creates a space that respects and includes differences that maximizes the potential of all employees.

### **Organizational History**

The word “saga”, originally referring to a medieval account of achievements and events, has now come to mean a narrative of heroic exploits of a unique development that has deeply stirred the emotions of participants and descendants. Clark (1972) stated that saga is actual history itself, which comprises a stream of events that includes participants and their written or spoken stories. Clark referred to this in the context of higher education as organizational saga or organizational history. He stated that the study of organizational history highlights dimensions of organizational life and achievement. To Clark, “The element of belief is crucial, for without the credible story, the events and persons become history; with the development of belief, a particular bit of history becomes a definition full of pride and identity for the organization” (178).

How an organization defines the historical accomplishments through storytelling and writing links the different stages of organizational history. Organizational history presents some explanation of how certain beginnings lead to certain ends. It is also the cause and effect that turns a formal place into a beloved institution, to which participants are passionately devoted (Perrow, 1970). As a result, there are continued studies relating to research on the cultural and expressive aspects of organizations. In organizational history those individuals that persist together for some years in one place will have a stream of shared experiences, which are continuously retold and often written accounts that are unique to the organization. Organizational history has high sustainability when built slowly in structured social contexts; it then is embodied

in the archives and components in the history of the organization (Clark, 1972). The components from their developmental histories are used throughout time to illustrate the positive effects on the organization.

Organizational history initially has a strong purpose, and is developed out of a need—that is, conceived by a single individual or small group (Selznick, 1957). Leaders have the advantage of appointing staff and recruiting a consumer base with new ideas that are brought about from filling a need. Participants interviewed in this study are characterized by their organizational history. Additionally, their stories of excellence and nonconformity began as a strong purpose and will for success. Even though some participants have retired and left their positions of leadership, the existing members have remained committed to their legacy. Organizational history also becomes fixed in the minds of outside believers devoted to the organization—usually students, alumni, and the surrounding community (Hirschman, 1970). The alumni/ae and the community identify with a strong organizational history and participate intimately in the unique contributions and accomplishments of the organization. The student body also forms a necessary support within the organizational history. When students define themselves as personally invested in the image of the institution, then a future plan or design has become rooted in the organizational history.

### **Organizational Diversity**

There are many dimensions of diversity that could be incorporated into this study. I chose to narrow the focus to African Americans as the primary variable. This was due to the unique history of my participants and their limited access to senior level administrative positions in higher education.

To understand the leadership disparity of African Americans males in higher education, one must begin by examining organizational diversity (or the lack of) and the context in which predominantly white institutions originate, exist and operate. Due to the historical pattern of exclusiveness, the title of administrator is considered a white position in higher education (Holmes, 2004). As a consequence, the gap between African American administrators and their white counterparts has become an organizational diversity norm in higher education. If true diverse leadership is to exist at predominantly white universities, the inclusion of minority experiences and representation must be front and center in the recruitment, retention, and opportunities afforded at the university administrative level (Jackson, 2001). Over the past several decades, there has been a considerable amount of attention with regard to the position of African Americans in higher education (Jackson, 2004). Yet there is insufficient literature that focuses specifically on the representation of African American senior administrators' experiences at predominantly white universities. Most research is directed toward the retention and recruitment of minority students and faculty, but little is known about African American senior administrators and their development—in particular African American males in senior administrative leadership roles at predominantly white universities (Marable, 2003). Marable (2003) also mentioned that universities have often undermined access and opportunities for many African Americans in higher education, which is evident in the low overall percentage of African Americans employed in supervisory and senior administrative positions.

At the height of the Civil Rights Movement, Caplow and McGee (1965) observed that the vast majority of African American faculty and administrators in the early 20<sup>th</sup> century were employed at Historically Black Colleges and Universities (HBCU). This should not come at a surprise given the limited opportunities available to African Americans in this era of American

history and the restrictive and race-specific laws practiced throughout the nation. The existence of African American faculty and administrators at predominantly white institutions were so rare during those days that they could be easily identified and counted individually (Moore & Wagstaff, 1974). Today, the numbers of African Americans in administrative roles are still disproportionately low at predominately white institutions (Ricard & Brown, 2008). Some of the research points to a small African American graduation pipeline at the graduate level in higher education (Holmes, 2004; Jackson 2004). Other point to the lower promotion and tenure rates of African Americans, which is necessary for consideration for these senior level administrative positions. The poor history of an organization's efforts to achieve a more diverse representation in leadership, all determine whether African Americans can acquire or achieve these positions in any reasonable consideration.

## **CHAPTER 3**

### **METHODS AND RESEARCH DESIGN**

The programs on which I am focusing that were established at the University of Illinois at Urbana-Champaign include the former Bridge & Transition program, Project 500, Office of Minority Student Affairs (OMSA), Irwin Academic Center, and Campus Recreation buildings; which includes Intramural Physical Education (IMPE) & Activities Recreation Center (ARC). These programs or places were created or have been led at various times, by African American males. While the focus of this study is on African American male leadership, it should not be read as an indication that African American women did not play an important leadership role in the creation and development of these programs.

#### **Qualitative Approach**

This dissertation is qualitative and uses interviews and textual analysis to answer its primary research questions. Qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live in. There are a number of different approaches that exist within the wide arena of this type of research. Most of these approaches have the same goal: to understand the social reality of customs, cultures and groups of people. Qualitative researchers use this approach to explore behavior, feelings, perspectives and their lived experiences. Qualitative methodology is useful for exploring change or conflict. The basis of qualitative research lies in the interpretive approach to social reality and in the description of the lived experiences of people.

Denzin and Lincoln (1994) assert that qualitative research involves the studied use and collection of a variety of empirical material: case studies; personal experiences; introspection; life stories; interviews; artifacts; cultural texts and productions; and observational, historical,

interactional, and visual texts that describe routine and problematic moments and meanings in individuals' lives. Qualitative research has its roots in anthropology and sociology. In the early twentieth century, anthropologists and sociologists first used it as a method of inquiry. Early qualitative researchers tried to learn about cultures and groups in their own environments, and then told stories of their experiences. In the 1920s and 1930s, qualitative research was still relatively unsystematic and journalistic. Researchers reported from the field about the natural settings they studied, by observing and talking to people about their lives. Since the 1960s, qualitative research has had a steady growth, starting with approaches such as the development of Grounded Theory (Glaser and Strauss, 1967), and Qualitative Research (Filstead, 1970).

Anthropologists and sociologists most utilized qualitative research, while academics and professionals in education fields adapted qualitative research for their own areas. Qualitative research is appropriate for answering different types of questions. It claims that the experiences of people are essentially context-bound and cannot be free from time and location or the mind of an individual human being. Qualitative researchers must realize that values and interests become part of the research process. Complete objectivity and neutrality are impossible to achieve; as a result, the values of researchers and participants can become an integral part of the research process (Hutchinson and Webb, 1991). Qualitative methodology is not completely precise, because human beings do not always act logically or predictably. Researchers in qualitative inquiry turn to human participants for guidance and direction throughout a given study. Qualitative researchers choose a variety of approaches and procedures to achieve their goals. However, all qualitative research focuses on the lived experience, interaction and language of human beings.

Although there are different types of qualitative approaches, they have common characteristics and use similar procedures. Differences in data collection and analysis do exist. Some elements are common in most qualitative research. Qualitative researchers have some commonalities. They immerse themselves in the settings of the people whose thoughts and feelings with whom they wish to engage. They describe, analyze, and interpret experiences, and they are context-sensitive. Qualitative researchers also approach people with the specific aim of finding out about them and detailing that knowledge (Denzin & Lincoln, 1994). Qualitative data has a priority, in that the theoretical framework of the research project is not predetermined but rather, based on incoming data (Dey, 1993). In qualitative research, assumptions and hypotheses cannot be predefined before the beginning of the research. Researchers change from specific to the general, and from data to theory (Burgess, 1985). Qualitative researchers do not impose ideas, but give accounts of reality as seen by others. Qualitative research is not static but rather, developmental and dynamic in character. Its focus is on process as well as outcomes (Glaser and Strauss, 1967). Researchers must be sensitive to the context of participants' lives or work, for this context affects their behavior. Researchers have to take into account the total context of people's lives. As a result, the conditions in which they gather the data, plus location, time and history, are all important pieces. If researchers understand the context, they can locate the actions and perceptions of individuals to grasp the meanings that are communicated to them (Janesick, 1994). Qualitative researchers use the strategies of observing, questioning and listening, immersing themselves in the world of the participant. To understand the participant's experiences more clearly it is necessary to become familiar with their world. This familiarity can start before the data collection phase, but it means that researchers must immerse themselves in the culture they are studying. Most qualitative research investigates patterns of interaction, seeks

knowledge about a group or explores the entire world of individuals. It also means listening to people and attempting to see the world from their point of view (Filstead, 1970). Researchers need sensitivity to interpret what they observe and hear.

The goal of qualitative researchers is to see things as their informants see them. That is, a good qualitative researcher provides insights from the perspective of the participants. The “emic” perspective means that researchers attempt to examine the experiences, feelings and perceptions of the people they study (Creswell, 1994). Researchers seek to understand the process by which participants make sense of their own behavior and the reasoning for their actions. The qualitative approach requires empathetic understanding; the researcher must strive to not impose one’s own perspective (Dey, 1993). The “etic” perspective means that the event is portrayed from the researcher’s view. The meaning of participants is interpreted or the situation is identified and described. The etic perspective refers to the people as informants rather than subjects, because they do not react to the questions but merely guide the study (Morse, 1994). Researchers present a vivid description of the situation or discussion being observed use a term called “thick description.” The study involves giving visual pictures of settings, events, and situations by providing narratives in context (Denzin & Lincoln, 1994). Denzin and Lincoln defines thick description as, “deep, dense, detailed accounts of problematic experiences... It presents detail, context, emotion and the webs of social relationship that join persons to one another.” Janesick (1994) declared that thick description is not merely factual, but includes theoretical and analytic description, and description is the cornerstone of qualitative research. Strauss and Corbin (1994) state that thick description is related to the term ‘exhaustive description.’ This term emphasizes the grounded theory approach, where the focus is on conceptualization rather than description. Thick description is extremely helpful for readers of a research study for following the journey



of the researcher. To utilize thick description is to begin to interpret social action by recording the circumstances, meanings, intentions, strategies, and motivations that characterize a particular experience (Schwandt, 2001). One of the most important concepts in qualitative research is thick description. Inside the index of every major textbook on qualitative methods published in the past several decades, one will find entries under ‘thick description.’ This shows readers of the study what they themselves would experience if they were in the same situation. As a result, the reader should generate feelings of empathy and experiential understanding. Although data collection and analysis are systematic, qualitative researchers are storytellers—that is, researchers present their findings in the form of a story with a distinct narrative.

### **Narrative Analysis**

In this study, the narrative analysis of professional experience interview transcript records is a three-step process.

The first step will be to analyze and review all written interview transcripts—including field notes and narratives—working from macro and micro levels to identify analytical threads of commonality. These analytical threads helped me to interpret the narratives I gathered through both the emic (insider) and etic (outsider) perspectives. When doing an interview, in order to gain access to the true thoughts and feelings of the participants, researchers remain non-judgmental about the thoughts and words of the participants (Strauss and Corbin, 1994). During interviews the listener becomes the learner, while the informant is the teacher. Connection does not automatically imply a deep friendship, but it does lead to sharing ideas (Silverman, 2001).

The main goal of the interview between researcher and informant is to gain knowledge.

Qualitative research is a way of researching human thought, perception and behavior. Qualitative researchers study people and subjects in their natural settings, attempting to make sense of

situations in terms of the meaning people bring to them. Most of these approaches focus on the experiences of human beings and the perspectives of the participants, as interpreted by the researcher. Qualitative researchers adopt a person-centered and holistic perspective (Platt, 1985). They uncover meanings that people give to their experiences. Most often these types of research result in a coherent story with a strong storyline. This particular approach helps develop an understanding of human experiences, which is important for professions that focus on caring, communication and interaction. Qualitative researchers are concerned with the individual's point of view. Qualitative investigators believe they can get closer to the informant's perspective through detailed interviewing and observation. This type of approach utilizes empirical methods and materials to capture a particular subject's perspective.

The second phase is designed to generate themes or threads within the interviews, to be placed in a codebook. After generating the themes, I analyzed the threads in-depth, searching for commonalities to develop the narratives that tell the stories of each participant. The themes for the codebook are outlined below:

1. Leadership Preparation Experiences This is the crux of the study: in what ways did their previous experiences prepare them for leadership?
2. Collaboration with each other Without being asked, did any of the participants mention collaborating with another participant during any of their years on campus?
3. The role of family What role did family play, if any at all?
4. Women of influence Who were some of the women who were influential in developing these programs on campus?
5. Leaving a legacy In what ways have the participants influenced what campus is

doing today? Had they thought about what their legacy would be or what they would be remembered for?

### **Participant Selection**

The decisions surrounding where to conduct the research and who to include was a difficult but essential part of the research method approach. Miles and Huberman (1994) made mention that one cannot study everyone everywhere, doing everything. They also argued that the researcher is not only sampling people, but also settings, events, experiences and time. These parameters would provide the necessary foundation to help me construct the research questions for the study.

This study specifically looked for African American males who have been employed with the University of Illinois at Urbana-Champaign for at least twenty years. The sampling decision was initially self-selected, but this changed as the study evolved. Those attending or working at Illinois-faculty, administrators, undergraduate and graduate students, or community leaders nominated the participants of this study. After considerable conversation with a number of representatives across campus, the five participants interviewed were chosen because of the general consensus of these university constituents because of their leadership was integral in the programmatic development and progress of the university in general, and minority groups more specifically. During my five years as a graduate student, I asked approximately fifty individuals which African American male leaders, in the recent history of the University of Illinois, brought about change and positive development for students? On this basis the five male participants for this study was chosen.

I believe that it is relevant to note that choosing a sampling size and participants is problematic for qualitative research. It implies that this is a representation of the population

sampled rather than an individual's specific idea, opinion or experience. Light, Singer and Willett (1990) noted that qualitative methods typically recognize two main types of sampling: probability sampling and convenience sampling. Probability sampling is like that of random sampling: each member of the population has a non-zero probability of being chosen. Light states that as a result, any nonprobability sampling strategy is seen as convenience sampling. In convenience sampling, each member is selected according to his or her availability at that time. Weiss (1994) argued that there are situations in which convenience sampling is warranted—for example, in attempting to gain access to settings that might be dangerous, or in the case of dealing with highly restricted groups, for which not much data has been collected.

However, there is another method of selecting participants that is neither probability nor convenience sampling. Purposive sampling is another common term used in this context (Palys, 2008), and it is what was employed in this dissertation research. In this purposeful selection, particular individuals are deliberately chosen to provide information that is specifically relevant to the research questions and goals—information that can't be obtained in the same way from other informants. Weiss (1994) suggests that selecting those individuals that can provide a researcher with the information needed to answer specific questions is the most important consideration in qualitative selection decisions.

I believe this is important to note in qualitative studies, especially when there is a potential for a large number of participants. Huberman (1993) points out that in cases of large numbers wherein generalizability is an important goal, random sampling is then a valid procedure. Most of the advantages of random sampling depend on having a large sample size to make variations unlikely (Light, Singer, & Willett, 1990). My study is a small-scale, qualitative study in which only one research site is selected the University of Illinois at Urbana-Champaign,

and only five participants were recommended and identified to be interviewed for the specific information desired in this study. Therefore, in this particular case, purposive selection was deemed most effective. Creswell (2002) points out at least five probable goals for purposeful selection. The first is choosing individuals representative of the setting and time. Deliberately selecting participants that are known cases, and their particular situations, provide far more confidence than conclusions taken from collected data adequately represent the population. In this study of the role African American male administrators played in programmatic development at the University of Illinois at Urbana-Champaign, the five males were purposefully chosen to participate allows the researcher to better understand the leadership style and characteristics these participants possessed to compare them with past and contemporary considerations regarding leadership in higher education. As such, the chosen sample consists of individuals who reflected the best collaborative institutional practices, engaged in developing productivity among staff and departments, and advanced opportunities for student learning and development.

The second goal Creswell (2002) mentions with regard to purposive selection is to ensure that the conclusion adequately represents the entire range of variation, rather than the typical members or the average. This is best done by defining the dimensions of variation in the research population, then selecting individuals that represent the most important possible variations to these dimensions. An example of this taken from this study uses African American males who held administrative or faculty positions in different departments such as academic affairs, student services, or athletics, as well as community outreach.

The third goal that purposive selection can achieve is to deliberately select individuals that are essential for testing the theories chosen for the study, or theories that are developing

during the research process. The selected participants can enlighten the researcher regarding what is going on in a way that random sampling cannot. Purposeful selection presents an ideal case for chosen theories that also controls the perceived findings and conclusions. The participants in this study help test the varying theories and styles of leadership as articulated in the introduction and review of literature chapter.

The fourth goal of purposive selection is to establish particular comparisons to illuminate the reasons for differences between certain settings and individuals. Using this study as an example, one would focus on the differences in challenges or perspectives coming from these five African American male leaders at the University of Illinois. Creswell (2002) mentioned that comparisons are usually not very productive in a small-scale, qualitative study. The smaller the group, the more one is limits a researcher's ability to draw firm conclusions about the differences between the groups.

The fifth and final goal mentioned for purposive selection is to appoint participants with whom a researcher can establish the most productive relationships while conducting research. These participants should best enable the researcher to answer research questions. These participants also give the researcher the best opportunity to provide efficient data for one's study. For example, in studying African American males' knowledge of and practices regarding programmatic development in higher education, it is in my favor that I have a positive and personal relationship with the five participants, dating back to the start of my undergraduate career as a student at the University of Illinois (1999). These various relationships continued to strengthen until today. These relationships allowed the researcher to ask questions and establish trust in ways a person without this positionality would have to either create or forego. This positionality was helpful in participants agreeing to be interviewed, establishing trust between

the interviewer and interviewee, and in obtaining additional archival source materials that tested or member-checked the reliability of each participant's interview, and strengthened the findings of the dissertation.

There were some limitations to the study, however. One was key informant bias from a small sample size. Pelto and Pelto (1975) mentioned that in qualitative research the use of "key informant bias" can be a problem when researchers rely on a small number of informants for a major part of their data. Even when individuals are purposefully selected and the data is valid, there is no guarantee that the informants' views are representative of the population. Key informants themselves may assume greater homogeneity than is actually present among the population. In some groups homogeneity cannot be assumed; thus, there is a need to conduct systematic sampling (Heider, 1972). In systematic sampling, the elements of the population are placed into a list and a random number is chosen—for example, every sixth person. The sample would be put into a list form and then every sixth individual would be selected for inclusion in the sample. Hannerz (1992) noted that the primary advantage of systematic sampling is its simplicity, which allows the researcher to add a systematic element to the random selection of subjects. Secondly, the researcher is guaranteed that the population will be evenly sampled due to the fact that the sample elements are equal distances apart in the population. Finally, the researcher eliminates key informant bias, and presents the likelihood that views are representative of the population. The biggest disadvantage of systematic sampling is that the process of selecting the sample can cause an overrepresentation of a trait within a population. Hannerz argued that in extreme cases, every selected number in a population can be of the same ethnicity, age, sex, etc. The selected sample would then be mostly of that one trait, which would represent that one trait in the final sample. This means that the sampling technique is no longer

random and the representativeness of the sample is embraced. Notwithstanding, there was no meaningful way to conduct a systematic sampling in this study that seeks to understand the leadership style and characteristics of African American males at a predominantly white university because of the limited number of African Americans in leadership positions at the university. As such, for this study, Palys' (2008) depiction of purposive selection is most representative of the method used in selecting the five individuals I chose to interview.

### **Questions and Data Collection**

Phillips (1987) asserted that there is no way to mechanically convert research questions into methods. One's methods are the means by which one answers research questions. The method depends not only on one's research questions, but also on what will work most effectively in that situation to provide the data needed. Kirk and Miller (1986) added to the discussion with their study done in Peru, South America, from which they concluded that the research questions formulate what one wants to understand, but one's interview questions are what one asks the individual to gain that understanding. Those authors went on to acknowledge that the development of good interview questions requires creativity and insight into one's interviewees and the specific situation. The interview process should not be so mechanical and rigid, as would be the case with an interview guide or instructional manual. A researcher should be flexible in their delivery of the questions, and the wording the questions, so that the informant understands and can connect with some feelings of experience to expound on what is being asked. Gilligan, Spencer, Weinberg, and Bertsch(2003) emphasized the value of asking informants honest questions—ones that the researcher genuinely is interested in posing—that is, ones that they believe will give validity to the study. When the questions are tailored to fit the interviewee, it creates a more collaborative relationship in which participants are able to share



feelings, knowledge and experiences in ways that the researcher might never have anticipated. To achieve this kind of collaboration, Gilligan asserted that a researcher must first anticipate how different interviewees will internalize these questions and how they are likely to respond. The best way to do this is for the researcher to try to put oneself in the informant's place and imagine how one might understand and react to the questions. Second, get feedback from others on how they think the questions will work, and what a typical response would be when asking a question. This is much like a pilot test to determine if the questions work as intended, and to determine what necessary revisions the researcher might need to make.

Hammersley and Atkinson (1995) provided examples for qualitative researchers of how traditional interviews may be inappropriate or unproductive in some settings, cultures and relationships. In some settings it is not appropriate to ask questions, conduct interviews, videotape or record situations as methods of gaining information. One example of an inappropriate setting for organizing interviews would be to try to do so while another researcher is simultaneously conducting research or asking about a study currently in progress. The individual may be reluctant to answer further questions for fear that the researcher might take their ideas and publish the work oneself, or speak of the research before the researcher is able to publish it. This lack of relationship or collaboration between interviewer and interviewee may present itself within one's at times limited set of data collection. Hammersley and Atkinson (1995) argued that with interviews, one must anticipate what information one will actually be able to collect in a chosen setting, using certain observational methods. Qualitative researchers recognize that data collection strategies, more often than not, can go through a period of revisions to enable them to better provide the data needed to answer research questions, or to address any possible complications that may arise from among answers they receive. Greene

(2007) pointed out that a researcher could use this period of revisions to gain information about different aspects of the data collected, or phenomena (101-104). During the revision process, different methods can be looked at to broaden the range or perspective that a researcher is looking to address, rather than to strengthen a particular finding or conclusion. For example, while interviewing is used to understand the perspectives of the individual, observation notes should be considered to describe settings, behaviors and events.

A one-to-two-hour, face-to-face interview that was audio-recorded at a location of their choice, was conducted with each of the five African American male participants in this study. Follow-up interviews were conducted via telephone. Considerable questioning and emphasis was placed on the cultural and professional experiences of each participant, and the role family, peers, and mentors played in their development. I sought to capture how their early life experiences shaped their decisions and leadership styles as administrators at the university. Understanding how the personal impacted (if at all) their professional experiences was an important part of the interview and follow-up conversations.

The interviews were transcribed from audio to written text formats and analyzed using categorical themes (Creswell, 1998; Merriam, 1998; Stake 1995). Each of the themes reflects both dominant and recurring aspects of participants' leadership qualities. Transcription was a three-step process. First, I analyzed and reviewed all written interview transcripts, my notes and narratives—from macro and micro levels—to identify analytical threads of commonality. These analytical threads helped me to interpret narratives through emic (insider) and etic (outsider) perspectives. Second, I analyzed the threads or commonalities in-depth to develop the narratives that told each participant's story. Third, I identified the institutional challenges and barriers of the professional experiences of each participant.

## **CHAPTER 4**

### **FINDINGS**

Using a critical social cultural approach coupled with cultural historical theory to explore themes in leadership characteristics related to African American males in higher education, I sought to understand how these African American males developed valued programs at the University of Illinois at Urbana-Champaign. According to Janesick (1994), uses of thick descriptions of the data are necessary to ensure that the findings are transferable between the researcher and the participants. In an effort to achieve transferability, I have provided detailed accounts and several quotes from the participants' responses regarding the different programs. By sharing the actual responses given during the interviews, thick descriptions of the data will be established. All of these strategies are employed in an attempt to provide a more detailed picture of the participant's lived experiences. This will also aid in validating the data collection and analysis of the study. A photograph of each participant will be used to highlight their specific program and their involvement in its development. In this chapter I have employed the storytelling method. A findings section should be reflective of the data collected and tell a story, one that provides the audience with a clear picture of the lives of the participants (Strauss and Corbin, 1994).

#### **Bridge & Transition Program**

Established in 1986 at the University of Illinois Urbana-Champaign campus, the Bridge and Transition program was a campus-sponsored academic support unit housed in the College of Liberal Arts and Sciences. It was designed to provide assistance to a select group of underrepresented students. The selected group of students was identified by the Office of Admissions and Records (OAR) by way of the Educational Opportunities Program (EOP). The

Bridge component of the program was a six-week summer program that provided fifty students with academic and career counseling, extensive academic support, personal development skill training, enrichment activities, and participation in skill-building and academic orientation curricula specifically designed for each cohort of students. The Transition component of the program was the home base from which students were given services that included academic and personal support through weekly meetings with academic advisors, professional and scholarly developmental skills, and opportunities for these selected students to register for support-based sections of existing campus courses. Students in the Transition program were served during their freshmen and sophomore years until they officially declared a major. During this time each student received the needed support, advice, and encouragement to be academically successful at the University of Illinois Urbana-Champaign.

James D. Anderson Ph.D. is an iconic historian of American educational research and a professor at the University of Illinois. Dr. Anderson is one of several founders of the Bridge and Transition program. Dr. Anderson makes reference to this unique time period in the university's history:

"I was here when the huge big transition occurred with the 1968 Project 500 program, that was the pivotal point in the institutions history, because you went from having a population of two hundred or so African Americans to six hundred in freshmen class in 1968. So everything after that sort of remade the campus. From the cultural center, the African American center's program to other ethnic center's programs to gender women's studies programs. There was a general impact on this campus and it's academic culture, it's non-academic culture and you can see those pivotal years."(Dr. James Anderson)

In the interview with Dr. Anderson he shared his recollections of the grassroots conception of the Bridge and Transition program.

I was serving as a mentor to a lot of the student-athletes and I saw that they were having a very difficult time getting through the University. I didn't have any particular role but this was something I did aside from my regular work. And probably because I understood that...

No one better understood the meaning of struggle and getting through difficult times than Dr. Anderson. He grew up in segregated schools in small-town Eutaw, Alabama where he played basketball and football. He went on to attend Stillman College, an historically black college in Tuscaloosa majoring in Sociology. Dr. Anderson reflects on his early years as a graduate student at the University of Illinois.

One time I looked around the campus and I thought of all the students on campus who come from a background like mine, most of them were student-athletes. And a place like this, which most of the students are well-to-do the undergraduates. There were not a lot of people on campus they could talk to particularly professors at that time because there were not many of us when I first started here. And not that there are a whole lot of us now but there were even fewer then. And so I got to talk to a lot of them and talk to them about academics and that actually started when I was a graduate student here. (Dr. James Anderson)

It is a common characteristic of a servant leader to strive to meet the highest priority needs of others. This is noticed in the way Dr. Anderson recognized the challenges and solution to graduation rates for the football student-athletes on campus. He remembers getting some of the players to stop competing in athletics. Those players were in football because they were big and fast but they just had to stop sports all together and just become students. They were having difficulty with their coaches and so forth. Dr. Anderson recognized that their reason for being at school was not athletics—they are here for gain an education. So if the student was granted a diploma, no one can take that away. He makes valid points about individual students feeling that they should not have started or that they did not start, or that you did not get playing time that they should have gotten. Further, Dr. Anderson points out

That you had dreams of being in the NFL or NBA and that didn't work out. If you don't graduate you leave your whole life feeling cheated. But if you get that degree you will know that you might not have gotten what you wanted in terms of on the field, but they didn't cheat you. Because you got something you can take with you the rest of your life. So I was very much concerned with the number of individuals not graduating, and the low graduating rate." (Dr. James Anderson)

Dr. Anderson went on to discuss that at this particular time, in the early 1980s, the football team at Illinois had a graduating rate of 22% under the leadership of head coach Mike White.

“Make no mistake about it. The reasons we had Bridge and Transition on this campus was because of the low graduation rate of football players. That’s what got it started. It was about a 22% graduation rate. It was so bad that the Big Ten instituted a special rule that no junior college transfer could play their first year. And the reason they passed that rule was because of the low graduation rate at Illinois. They use to call it the Mike White rule...behind the scene. It was a rule designed specifically for us, because we were embarrassing the conference. We had about 22 to 28 junior college transfers, and none of them were graduating. “ (Dr. James Anderson)

With Dr. Anderson serving as the committee leader, the first phase for the committee was to look around the country at different academic programs for student-athletes. One objective that the committee first identified was that according to NCAA policy, no university could institute an academic program that was designed solely for student-athletes. Athletic departments were allowed to have tutoring services and provide life skills guidance, but were not able to form specific academic programs exclusive to student-athletes. Programs such as this were considered special treatment for student-athletes, for which the NCAA could have imposed various kinds of punishments. Several universities were visited in order to take a look at their academic approaches toward their student-athletes. For the most part the committee noticed that more often than not the student-athletes were found or funneled into certain majors by the athletic department. After several attempts to form a program that would address the concerns of the committee, their hard work finally paid off. Dr. Anderson explains the committee’s strategy this way:

“We look at the courses in our curriculum and put together an instructional sequence over the first two years that would really put them (students) in solid position to go into their majors and graduate three years later. And we also had a condition that they could pre-empt. That is when they left the Transition program they could pick their majors and no college could say no to them. In the Transition program, you can’t say no you can’t have this major. It was a condition of entering into the Transition program and being accepted.

So you were in there for two years, taking courses that were part of the sequence that were necessary for graduation. And then when you left the Transition program you had three years to enter into your major and complete your major.” (Dr. James Anderson)

After Dr. Anderson and his committee designed the Transition program for the students, the Bridge part of the program began to take its shape. The Bridge program would preclude the Transition program. Dr. Anderson describes this unique part of the design in this way:

We thought about the Bridge in terms of students who had no clue to what the requirements would be like at Illinois. You could be at a high school and be doing well within that particular high school, but once you became a freshman here you found out the hard way that the expectations, the requirements, the evaluations, the grading were so different that you are already sinking before you have a chance to swim. (Dr. James Anderson)

Dr. Anderson understood the student life at Illinois and the academic responsibilities could bring somewhat of a challenge for students not prepared to attend a research institution of this magnitude. Dr. Anderson talks about getting the initial agenda of the Bridge program installed.

So the idea was that if we bring students in during the summer and select students who really do need that kind of early preparation. And everything from knowing how the professors grade, to what are the expectations, even knowing where everything is on campus. Because our notion was that our football practice we use to start in early August. So they come in August 1<sup>st</sup> and into football practice, they practice then come late August or so they register for classes, and they’re rolling and they don’t have a chance to understand what they’re getting into. So Bridge was, bring them in to the summer before football practice to make sure they can’t do anything. You are strictly into academics in the summer. The idea here is to prepare you to be a successful student.” (Dr. James Anderson)

Before Dr. Anderson and his colleagues could make the Bridge and Transition Programs available to potential students, the Chancellor and colleges within the University of Illinois had to agree with the standards and policies created. Dr. Anderson explained in the interview that the proposal was given to the Chancellor’s office and remained there for more than a year, without any progress or response. In the late 1980s, under the football leadership of head coach John Mackovic, the committee brought the proposal to the then-head coach. Letting Mackovic know

that the team's graduation rates were still very low and the committee believed at that time that if he, as the head coach, implemented the program that he would see some academic success. So the University decided to go forward with the summer Bridge program, bringing in anywhere from 100 students or more, and holding several of those spots for student-athletes. The Transition program would not be solely for the student-athletes and other Bridge students, but all incoming students who qualified for the program. So, the University implemented both the Bridge and Transition program in summer and fall of 1986. After a short time of the program's existence one could certainly see the impact it had on football graduation rates. The football graduation rate went from 22% to, in a matter of years, 90%. This increase also helped not only student-athletes, but also regular students who may have done very well in high school, but may have shown signs of low math, reading, or writing scores. The colleges knew they would have trouble transitioning in their first year if not for the Bridge program. The Bridge and Transition program was in part intended for those types of students who needed help realizing that the perfect paper that they may have written in high school was not going to receive the same grades at Illinois. The idea of these programs was to give the students a good sense of the kinds of academic challenges they were going to face in their first two years at Illinois. As a result of the Bridge and Transition programs while they existed at Illinois, graduation rates remained high for those students who participated in the programs. Dr. Anderson acknowledged that the program set a University tradition, in that the people coming to the University of Illinois, especially student-athletes, were expected to graduate and complete their degrees.

In the summer of 2009, the Bridge program was removed from the University of Illinois campus. Campus administrators noted one main reason for the removal of the program was financial costs. At that time, the University and many institutions in Illinois were asked to make



a series of drastic cost-cutting measures. Those measures included cutting programs, instituting occasional furloughs, and setting a hiring freeze. These measures were designed to trim \$82 million from the University's operating budget in order to respond to a financial crisis resulting from a \$436 million backlog of unpaid bills that the State of Illinois owed to the University.

### **Office of Minority Student Affairs**

When the nation was at its climax on the "War on Poverty," President Lyndon B. Johnson, in August of 1964, signed the Economic Opportunity Act. This policy gave permission to the Office of Economic Opportunity and its Special Programs for students from disadvantaged backgrounds. At the University of Illinois there is a program that assists in the academic success of educationally disadvantaged students who have been admitted to Illinois. The Office of Minority Student Affairs (OMSA) oversees those students who have been admitted through the Educational Opportunity Program (EOP) or the President's Award Program (PAP). The Office of Minority Student Affairs also assists underrepresented students, those who are economically disadvantaged, and first generation students. These services are available primarily to undergraduate students at the University of Illinois. The Office of Minority Student Affairs was created on campus in the late 1960s, and Michael Jeffries, a financial aid officer who formerly worked at the University of Minnesota, became the Director of the program in 1974. Under his direction for 35 years, Michael Jeffries provided leadership for the department which served as a clearinghouse for assisting the campus with retention and educational services for underrepresented students. Mr. Jeffries describes his time as Director:

During my tenure as Director of OMSA the graduation rate among university minority students increased from an average of about 30 percent to an average of more than 65 percent. The office of Minority Student Affairs not only helps students find success at the university, but also helps them feel welcomed on campus and in the community.  
(Michael Jeffries)

A goal that was established of the program was to provide services for the development of underrepresented students at Illinois. To ensure student's academic success, OMSA provided services that were specifically geared toward helping students make the transition to the college curriculum. Students of all levels were provided assistance to improve their grades through tutoring, study skills, time management, and personal counseling. OMSA, through its academic services programs, helped undergraduate students interested in conducting research or those looking to further their education at the graduate level.

Within OMSA there was also the TRIO Student Services Program. Much like what OMSA represented to the students, Michael Jeffries was instrumental in establishing the TRIO Student Services program housed within OMSA. The TRIO Student Services program was created to encourage students to pursue academic excellence, persist in their collegiate studies and progress toward their degree. The program provided one-on-one assistance as students transitioned from high school to college and from the students' freshman year to graduation. This one-on-one assistance included a combination of academic tutoring, individual counseling, financial literacy, cultural awareness, mentoring opportunities, career development assistance, course advising, finding scholarships, and application to graduate or professional schools.

These three special programs have become commonly known as the nation's TRIO programs. The first TRIO initiative was Upward Bound, which was followed by Talent Search, created in 1964, and then TRIO's Student Support Services, created in 1968 (McElroy & Armestro, 1998). There have been two other programs added to the original three programs. The fourth program added was the Educational Opportunity Center (EOC), created in 1972. The fifth TRIO program, the Ronald E. McNair Post-Baccalaureate Achievement program, was created in 1986. In 1990, the U.S. Department of Education created the Upward Bound Math/Science

program, which is regulated under the same policies as other Upward Bound programs. The primary purpose of these TRIO programs is to implement federal outreach and student services designed to identify and serve low-income individuals, first-generation college students, and students with disabilities. The programs were created to allow access for students to progress through the academic pipeline, from middle school, to postsecondary, and on through undergraduate to graduate school. Mr. Jefferies explains his student services strategy in this way:

The focus of the programs should not be solely to improve graduation rates. We should also have students who feel supported by their University, and helping more minority students go to graduate school. As a result of programs like TRIO, the number of students have improved and more students are satisfied with the quality of their education.  
(Michael Jeffries)

The institutions that receive the grants for the programs are institutions of higher education, public and private agencies, and organizations including community-based organizations. All of these institutions have experience in serving educationally disadvantaged youth in middle school, secondary and postsecondary spaces. There has been much controversy during the past few decades around the definition of educationally disadvantaged persons in relation to the TRIO program and who is eligible. Upward Bound classifies these individuals as students that are below the national averages of certain educational indicators. W.E. Amos and J.D. Grambs in their 1968 publication, *Counseling the Disadvantaged Youth*, identified ‘educationally disadvantaged’ as being “the products of a culture that has not provided them with the motivation, opportunity, experiences, and relationships that will enhance their chances of competing successfully with their fellow citizens in all phases of life”(156).

For more than forty years, Upward Bound has established and operated programs in higher educational institutions and other qualified organizations across the nation. The vision of Upward Bound was to improve the likelihood that disadvantaged youth would graduate from

high school, enter a postsecondary institution, and complete their degrees. Over the years Upward Bound has been found to have a positive effect on students' college enrollment. Those students who have participated in the program as high school students generally have exhibited a more positive view of entry into a four-year institution. The primary objective of the Upward Bound program is to provide students with the skills and motivation necessary for entry into and success in education beyond high school (McElroy & Armestro, 1998). In 1997, Mathematica Policy Research came out with a study that looked at the effectiveness of Upward Bound on participating high school students. Some of the results from the study showed that about 90 percent of Upward Bound participants entered postsecondary education, compared with 72 percent of non-participants. Another result showed that 74 percent of Upward Bound participants enrolled at four-year institutions, compared to 43 percent of non-participants. The study concluded that the more years the student participated in Upward Bound, the more successful the outcome would be with regard to those participating students attending college.

Upward Bound and other programs of its purpose that aim to help minority, low-income, first generation students, will not alone suffice in meeting the demands that academic, social and technological changes put upon today's youth. This transition from secondary to postsecondary is prevalent for all students, but universities have focused on race and ethnicity as important dimensions of the day-to-day experiences of students. These trends in race and ethnicity will reshape American society and American higher educational institutions in the next generation. Programs like Upward Bound are a contributing factor in those increasing numbers of students succeeding in higher education.

The University of Illinois' TRIO Upward Bound College Prep Academy was created in 1966. The Academy is funded by a grant from the U.S. Department of Education and also

through state and private financial gifts. This program is housed under the Office of Minority Student Affairs. The Academy's goal is to increase minority student enrollment at Illinois. The Academy does this in several ways by providing high school students with encouragement, support and helping students to attain the academic requirements and skills necessary to compete at the postsecondary level. The TRIO Upward Bound College Prep Academy serves approximately 80 local high school students each year. All students in the Academy receive advising and assistance with college prep courses throughout the academic year, including the summer terms. During the summer, component courses are given in the areas of reading, writing, mathematics, languages and science. During the summer program, which is held on campus, students are provided with room and meals from Monday through Friday. The program also allows current college students to serve as instructors, tutors, counselors and mentors as a means of giving back to the Upward Bound participants. As a result of the Academy on the University of Illinois campus, the program has placed an average of 90 percent of its participating high school graduates at four-year universities.

The TRIO programs have become prevalent in society today. The research indicates that the nation's minority populations will soon be the majority. The need to prepare educationally disadvantaged students for the academic and occupational challenges of future decades becomes increasingly urgent with each passing year.

At institutions across the nation, Student Support Service programs provide college students from educationally disadvantaged communities with assistance in making the transition to college readiness. The areas in which students need assistance include campus room and board, obtaining financial assistance as needed, opportunities for academic development, and motivation to successfully compete and complete their postsecondary education. The primary

goal of the Student Support Service program is to increase college retention and the graduation rates of students and assist in their transition from one level of higher education to the next. Included in this facilitation is helping those students who seek to further their education at the graduate level.

### **Project 500**

The 1960s brought about many changes relating to the admission of minority students, specifically black students, on the University of Illinois campus. In the 1960s and before, the University had as few as two hundred black students on campus. The assassination of Dr. Martin Luther King on April 4, 1968, brought attention and action to the nation's race relations dilemma. Immediate steps were put in place to maintain the nation's honor and strength. It was at this time that institutions of higher education across the United States began devising programs to somehow change the racial climate on their campuses. In May of 1968 the University of Illinois implemented the Special Educational Opportunities Program (SEOP) (Press Release, 1968). The program was created to recruit more Black students to campus. With the help of key administrators and departments, Illinois sought to identify five hundred students for SEOP, which came to be known as Project 500.

Clarence Shelley, an African American male from Detroit, Michigan, was hired and appointed director of the program in 1968. Clarence Shelley was a director of an economic opportunity program in Detroit before accepting the position at the University of Illinois at Urbana-Champaign. He earned his Master's Degree from Wayne State University in Detroit. After graduating with his Master's, Mr. Shelley then taught English and Speech at Northeastern High School. Before arriving at the University of Illinois, Clarence Shelley taught and counseled at the Cranbrook School in Bloomfield Hills, Michigan, Dartmouth College and Wayne State

University. Mr. Shelly was known for developing programs to facilitate the admission and retention of minority students in colleges and universities throughout the Midwest and East.

The Project 500 program nearly tripled the African American student population on campus. On the Illinois campus in 1967, Blacks were only 1.1 percent of the student population (223 undergraduates and 107 graduate students, making a total of 330 Black students) (Wermers, 1967). In the fall semester of 1968, 565 Black students arrived on the Urbana-Champaign campus to register for classes. As a result of admitting such a large number of Black students, Project 500 became one of the largest programs instituted by a predominantly white university.

In her book, *Black Power on Campus*, Joy Williamson referred to when a time when the SEOP program was being implemented. Jack Peltason, a renowned political scientist and constitutional scholar and author who became the Urbana campus's first chancellor in 1967, headed a committee charged with devising specific objectives. Peltason and his committee put forth five objectives: 1) To provide an educational opportunity for students who may not have had the opportunity to attend college, 2) to increase the number of minority students on the campus, 3) to develop educational programs and practices to aid the disadvantaged students in their academic careers, 4) to expose non-SEOP students to different cultures, and 5) to develop strategies to deal specifically with educational and social challenges affecting students from disadvantaged backgrounds (Williamson, 2003). Although the University saw an increase in Black students on campus, Illinois lacked a comprehensive support system to accommodate the new students. Mr. Shelley became the director of the program but lacked a staff, so he resumed the responsibilities of the entire office. BNAACC (Bruce Nesbit African American Cultural Center) did not exist at the time, so he was the main resource or support for the black students. The opportunity can at a time in our history when things seemed to be going backward. The

environment surrounding civil rights was uprising and the university was not immune to the chaos. He recalls:

The night before the new students were set to begin classes, protests broke out and over two hundred black students were arrested. I was able to connect with some people at the university to bail the students out of jail so they could attend classes the next day. So we began that semester here with the largest number of African American students arrested on a college campus.” (Clarence Shelley)

In several of the press releases sent out in 1968, the University focused on rectifying then-discriminatory actions and the worth of establishing a diverse student body for the entire campus. Even though the assumptions were that SEOP was for Black students only, the University explained that SEOP was for the recruitment of the economic disadvantaged student and not because of the student’s race. SEOP students met admission qualifications just like regularly admitted students, which included a combination of high school rank, ACT scores, and sequence of high school courses taken. In admitting these students, the University placed less relative emphasis on their ACT scores (*Daily Illini*, May 21, 1968).

The University of Illinois Urbana-Champaign was thereby aggressively developing strategies of recruitment to address the problem of diversity on campus. Implemented as policy, SEOP students would be allowed to arrive on campus a week before the rest of the student body in order to attend an orientation workshop that lasted a week. The students were housed in the Illinois Street Residence Hall (ISR), where meetings were held to answer questions, deal with relevant issues regarding students and campus relations, and to acclimate students to their new surroundings. The campus knew that the new population of students would encounter academic and social challenges. Therefore, it sought to put together academic curricula to ensure that the successful recruitment program would not end as quickly as it began. Faculty on campus was asked to restructure courses, the purpose of which to bring students to a level of competence in



certain academic areas such as writing and mathematics. Mr. Shelley pointed out that most challenges stemmed from a lack of time management skills, poor study habits, and difficulty writing in a scholarly format. To aid in these challenges the restructured courses were smaller in size, offered tutorial services, and added discussion sections to certain courses. There were no special grading procedures established for the SEOP students; the extra resources simply provided an opportunity to counteract the overall lack of adequate academic preparation in secondary schools for these students. The SEOP students would be allowed five years rather than four years to complete their baccalaureate degree. Mr. Shelley reflects on his beginning efforts on campus and community:

“The Black students that arrived that year found out that the campus had no housing for them. There was a lack of black staff in housing, the counseling center and advising. The students experienced a culture and place different from the one they grew up in. I worked with community leaders and residents to give these students a place to stay and other support they needed. To make matters worse, the black faculty who were at the university hadn’t been informed of the SEOP initiative, and as a result they didn’t support it. I had to serve as the mediator between administration and students during many of the protests held on campus. I just wanted to help people understand each other’s concerns and perspectives during that time.” (Clarence Shelley)

In 1974 Clarence Shelley was named Dean of Students at the University of Illinois Urbana-Champaign. Dean Shelley was seen as a problem-solver who addressed the needs of the Black student. However, the cause of helping underrepresented students would require an inclusive community and campus effort. He encouraged students to value their education and experiences. He also pushed for campus staff and faculty members to feel accountable for the success and personal development of all students, which included Black students. Dean Shelley was more concerned with the behavior of people who had direct contact with students. As Dean Shelley shared in his interview, not all SEOP students were Black. There were a small number of

white and Hispanic students registered through the program. There was a higher number of women in the group than there were men.

After its tumultuous first year in 1968, the SEOP became one of the largest comprehensive support programs in the nation. Three years after the first group of SEOP students arrived, 1970-71 Illinois ranked first in the Midwest among all colleges and universities Black student enrollment (Weinberg, 1970). It has since expanded to serve students from various ethnic backgrounds. Both administration, faculty and Black students during the beginning years of SEOP considered the program valuable, and a successful beginning to affirmative action policies at Illinois.

In his 33 years of exemplary service to the University of Illinois, Dean Shelley served under four presidents and seven chancellors. He held multiple roles on campus, including serving as dean of students for 11 years, assistant vice chancellor of student affairs for seven years and associate dean of students for nine years. Clarence Shelley was the first African American to hold all those positions on campus. As a result of Dean Shelley's outstanding dedication and work on behalf of the campus, he has received numerous awards and citations for his service to higher education. In March of 2002 he received the Chancellor's Medallion—only the third person the University of Illinois to have been awarded to the Medallion up to that time. The award is given to exceptional people whose contributions to the campus go beyond expectation and precedent.

Dean Shelley continues to have a special interest in advocating for those groups that remain underrepresented in colleges and universities. He serves as an advisor to faculty, showing them how the campus can be made more diverse. Dean Shelley works with minority student organizations to provide scholarships and help them recognize the full value of their education.

## **Irwin Academic Services Center—Academic Center for Student-Athletes**

The National Collegiate Athletic Association (NCAA) is the governing body and scholarship funding source for all athletes. The organization can play a pivotal role in the career and educational aspirations of student athletes. The NCAA plays an integral role in the admission, retention, and graduation rates of student-athletes. The NCAA has been the governing body to the majority of collegiate athletic programs since 1905 ([www.ncaa.org](http://www.ncaa.org)). Before the renaming of NCAA, its original name was Intercollegiate Athletic Association of the United States (IAAUS). In 1910, the IAAUS changed its name to the National Collegiate Athletic Association. The level of control that the NCAA continues to have to this day over the successes and failures of student athletes is evident through policies they have put in place, rule changes, and actions taken when student athletes are not achieving academic or athletic measures or responsibilities.

One of the most important roles the NCAA plays is monitoring the admission, retention, and graduation rates of student athletes. The NCAA realized that academic reform was necessary to maintain the integrity of collegiate sports participation. In 1965 the Association began linking athletics eligibility with academic performance. The reform movement for academic integrity by the NCAA brought recognition to the low graduation rates of college athletes by implementing policies and rules that would govern athletic participation based on academic performance.

Much controversy surrounded the NCAA's decision to adopt Proposition 48 in 1986. This new policy required that a high school student athlete must achieve a minimum 2.0 grade-point average (GPA) in 11 core academic courses, and a minimum SAT score of 700 or ACT score of 15 to be eligible to compete in athletics as a college freshman (Clark & Alford, 1986). If college preparation and graduation rates were going to improve, it needed to start at the

secondary education level. The impact of proposals like Proposition 48 spearheaded a need to conduct a statistical analysis of the low graduation rates and effects of these propositions on collegiate athletes' academic achievements. With sterner eligibility standards in place, university presidents and chancellors across the country wanted to see whether those efforts paid dividends in the number of student-athletes earning their diplomas (Brown, 2002).

The research pertaining to this reform indicated that for the student-athlete, academic experiences are vastly different, and support systems need to be tailored to their specific needs. Athletic institutions need to play a more active role in the area of academic support for their student-athletes. As a result, academic centers for collegiate student-athletes were created as a resource to help them achieve academic success. Academic, personal, and professional supports are key components essential to college success. Academic Centers for collegiate student-athletes provide resources necessary for them to attain the highest level of academic achievement. The Division of Intercollegiate Athletics (DIA) at the University of Illinois Urbana-Champaign needed someone who could help its student athletes navigate toward academic success.

The Athletics Department reached out to one of its own in hiring alumnus Terry Cole as an academic counselor in 1979. A native of East St. Louis, Illinois, Mr. Cole received his undergraduate and master's degrees from Illinois before taking the position as academic counselor for athletics. Mr. Cole told of those beginning years during our interview:

When I took the job at the University of Illinois, I knew I was coming to a very difficult academic situation because of our history. I knew that a lot of athletes, majority minority athletes, were not being successful on the campus. And I also realized that academics and the athletics department had a certain reputation within the campus community that basically was mistrust. Campus didn't trust the athletic department. So my approach was that I had to be accepted by the campus before the campus was going to accept the athletic department. And fortunate for me, I think that happened. (Terry Cole)

Mr. Cole went to work in building the student services unit with the Athletics Department and was their main liaison between DIA and campus. Mr. Cole acknowledged those beginning strategies:

I was able to accomplish that because I was willing to take a chance on, I call them my kids. But it was my commitment to the campus that I would look after those kids, and follow those young people, and I wouldn't let them down. I wouldn't let the campus down, so I'm not letting my kids down! It wasn't the Athletic Department, it was the campus gaining trust within the Athletics Department that we were going to do the right thing by the student athletes. The student athletes had to go to class and that was my main focus, you gotta go to class. (Terry Cole)

Terry Cole was promoted from an academic counselor to Director of Academics in just a short few years. Primarily due to the academic structure he put into place for student-athletes who were experiencing difficulty in the classroom. Mr. Cole recalled that construction period:

Acceptance... Acceptance... Not so much from the campus but from the athletic department and coaches, with my approach. My approach was not consistent with what they wanted to do. So that was a big wall to climb, getting the coaches to understand what my approach was, and it took me a while to be accepted by the coaches. Not all the coaches, but some of the coaches took time to understand what I needed from them and what I needed from their athletes. (Terry Cole)

Mr. Cole also discussed the challenges of securing space on campus and time within student athlete's schedules in order to provide academic resources. He had to evaluate, in his own way, what he was up against as far as facilities went; how much space was needed, and how to go about getting the space. He reserved several rooms within the Armory building where the athletes could go in the evenings after practice. He goes on to state:

We had no computers at the time. We did not really have enough tutors. So we had to develop a plan on how to really get tutors who were going to do it the right way. I had a very small staff. I did work long hours. I went to study hall during the nights and I worked til 6pm at night, go home have dinner, and come back at 7:30 for study hall. Study hall went from 8-10pm. I did that for a couple years before I was able to hire assistants, and it took off from there. (Terry Cole)

Terry Cole could see right away that the academic structure he put into place now as Director of Academics was effective. The coaches were now requiring the athletes to attend the evening study table sessions, and the athletes were meeting with tutors. Mr. Cole and his staff noticed team grade point averages increase, a fact that he attributed to the academic structure now put in place. Mr. Cole was also cognizant of what other institutions were doing for their athletes, and various academic centers within athletics were being built to accommodate the demands of being a student-athlete. The academic centers were also being used by other university athletic departments as a recruiting tool to lure prestigious recruits to attend their respective institutions. Mr. Cole remembered those initial conversations for what would be the DIA's Academic Center:

I knew we had to meet the need of the student-athletes. We could not bring them here and they not graduate, or give them a realistic opportunity to graduate. I don't think it was my creation. I don't want to take the credit. Back in those days Academic Centers for student athletes were being built all over the country. I think it was a result of all the programs I've seen over the years. I was going to meetings, conference meetings within the conference offices, and also meeting with different institutions. So I traveled all over the country just to see what a lot of institutions had. (Terry Cole)

Mr. Cole was aware of the common pressures and expectations placed on his student-athletes to perform just as hard in the classroom as they did on the field. One challenge Mr. Cole recognized that the student-athlete faced was time management.

I did my research into what we actually needed to have within the building, but also making sure that it fit within our budget. What we developed was the total student athlete approach. We realized that the student athlete had a lot of different components to answer to; meaning their instructors, their coaches, counselors, tutors, they had to eat and they have to have time to sleep. (Terry Cole)

Identity was another challenge that Mr. Cole recognized to be important to the student-athlete. There were several components of identity that Mr. Cole wanted to address. He wanted the students to have as much of a full college experience as possible. They wanted them to be

involved in the campus as much as possible. However, those things cannot always happen. The athlete's experience is not that of a social butterfly—education is too important. Mr. Cole stated:

Whenever I talked to a recruit on campus I would say your social life might not be as normal as the regular student on campus, because the regular student on campus only has to answer to one person, their instructors. The athlete has to answer to many more. That's one point in time when I realized that being a student athlete is far different than being a regular student. Even though I have much respect for regular students, obviously I was one of them and knew what it took to be successful. (Terry Cole)

Mr. Cole elaborated further on the factors that influence the student-athlete to be successful when given the proper resources.

Student athletes have to be very strong and have a strong makeup to be successful at an institution like this. That being said, that's where our total student athlete approach came from. We had to develop an academic center that answered to all those components. We had to address a timeframe for study time, tutor time, class time, practice time, meeting time, eating time, and rest time; all within a 24 hour day. (Terry Cole)

Dr. Michael Aiken, Chancellor of the University of Illinois at Urbana-Champaign in 1997, resolved that the Academic Services Building of the Division of Intercollegiate Athletics be designated The Irwin Academic Services Center to recognize Mr. Richard D. and Mrs. Anne Marie Irwin whose families through the Irwin Family Foundation have honored them with the major gift to support the renovation of an existing building to serve as the center (Sixty-Ninth Report of the Board of Trustees, 1996-1998).

The members of the Irwin Family Foundation that authorized the major gift commitment of \$1,750,000 were Donald G. King, Robert W. Lynch, Jacqueline M. Pipher, and George Allen. The funds were designed to go toward the renovation of the facility into the new Irwin Academic Services Center. Its primary function would be to provide an academic services focal point for student-athletes who participated on teams governed by the Division of Intercollegiate Athletics on the Illinois campus.

Mr. Richard D. Irwin attended the University of Illinois in 1926 and died in 1989. In 1977 he and his wife, Anne Marie, who is also now deceased, established the Irwin Family Foundation, which continues to function as a philanthropic entity. Mr. Cole discussed how the Irwin family was extremely supportive of athletics in general, and how they were specifically concerned about the academic well-being of the student athletes.

The Irwin Academic Center was a former residential home to the Kappa Alpha Psi fraternity. The renovations in 1997 turned the former fraternity house into counseling and administrative offices, individual and group study rooms, and computer labs that more than 600 student athletes could use throughout year-round. This center provides student-athletes with resources to obtain a college degree through effective tutoring, monitoring, advising and mentoring. The higher graduation rates credited to sports participation has been argued to be attributed to the mandatory study hours, academic support, and structured schedules required of student athletes that are not mandated for the general student body (Coakley, 2004). Within the academic centers are staff responsible for fostering the scholastic development, progress toward graduation and total academic success of student-athletes. The staff at the Irwin Academic Center acts as a liaison between student-athletes and the University of Illinois campus to ensure that academic policies established by the University, NCAA and Big Ten conference are adhered to. Through these interactions student-athletes are given the tools they need to reach their full academic potential and become graduates and alumni/ae of the University.

Terry Cole's 32-year journey with the Division of Intercollegiate Athletics at the University of Illinois Urbana-Champaign campus began when he was hired as an academic counselor in 1979. Eventually he was promoted to Director of Academics, then Assistant Athletics Director, then to Associate Athletics Director, and finally Senior Athletics Director,



before retiring August 2011. Mr. Cole acknowledged that no matter what position he was promoted to, the academic services program always fell under his direction. In 2007, four years before Mr. Cole's retirement, he supervised the renovation and expansion of the Irwin Academic Center. With the continued financial support of \$4.6 million from the Irwin Family Foundation, the academic center continues to assist student-athletes in pursuing their academic goals. The expansion of the Irwin Academic Center added 11,400 square feet, which included of a presentation room, study areas, individual and group tutor rooms, computer labs and office space.

### **Activities and Recreation Center (ARC), Formerly Known as Intramural Physical Education (IMPE) Building**

The Intramural Physical Education Building (IMPE) was originally designed in 1965 to be the athletic complex at the University of Illinois Urbana-Champaign by Holabird & Root. It was constructed on the corner of First Street and Peabody Drive in Champaign in 1971 by general contracting services Kuhne-Simmons. The 251,240-square-foot facility would be available to students and campus employees through the Division of Campus Recreation ([www.uihistories.libraries.illinois.edu](http://www.uihistories.libraries.illinois.edu)). First, the decision of where to place the facility, proximity to student housing, distance from other campus buildings, and accessibility to existing intramural fields had to be considered. When built, the \$11,275,315 structure was the largest athletic facility on any university campus of its kind. Included within the design was room for a 21,525-square-foot indoor swimming pool and an 8,316-square-foot outdoor swimming pool, multiple lounge areas, conference rooms, multiple basketball and racquetball courts, and space for workout machinery. This was the beginning of a collaborative effort of the students, faculty and staff at Illinois to create a facility for intramurals and physical education (Matthews, 1968).

The director for the Division of Intramural Activities, for the College of Physical Education was Dr. David O. Matthews. Dr. Matthews was hired as the first director in August 1962. Faculty, staff and students at the University had brought forth the idea to create a facility where general exercise activities could take place. There were other known activities facilities with a similar purpose on the campuses of other Big Ten schools during this time. Dr. Matthews was the person who initiated the plans set forth by the faculty, staff and students on campus. The plans implemented for the IMPE building changed the recreation landscape not only at the University of Illinois but at universities across the country. David Matthews' article takes into account a document called the *Program Statement for an Intramural-Physical Education Building*, printed as the beginning plans for the facility. The forty-four page document included information such as, "1) statement of purpose; 2) general considerations of location, safety requirements, occupancy, time schedule for construction, and cost; 3) summary of space square footage; 4) functional relationship chart; and 5) description of specific requirements" (39).

This document was given to the Holabird & Root Company as the appointed architectural firm to design the structure. The University desired a state-of-the-art facility focused on providing the campus community with a complete recreational experience. David Matthews envisioned that the benefits of IMPE would be to enhance the quality of life for students, faculty, and staff, as well as providing opportunities for participation in diverse recreational programs, services and facilities. Such resources would include intramural sports, club sports, fitness and wellness programs. This ability to demonstrate that recreation services could be used to achieve specific, well-defined outcomes placed IMPE in a superior position to compete for limited resources on campus and in the Urbana-Champaign community. The Division of Campus Recreation at the University of Illinois asserts that its mission is "...to provide recreation and

wellness opportunities which enhance the quality of life of students and other members of the university community” ([www.campusrec.uiuc.edu/about.index.html](http://www.campusrec.uiuc.edu/about.index.html), December 2001). It is for this mission that the programs within IMPE pointed to health-related outcomes such as improved quality of life, enhanced quality of life, and personal development. Such statements provide a foundation for a benefits-based approach by implying that the scope of services offered through campus recreation programs enhance health and quality of life benefits among participants (Politino, 1987).

After the retirement of Dr. Matthews in 1979, Jesse “Tony” Clements became the new director of campus recreation for the University of Illinois. Tony Clements started his journey in 1967 as a student-athlete who played both football and basketball for Illinois. He earned his master’s degree in Parks and Recreation from the University of Illinois in 1972. Dr. Matthews played a mentoring role in the life and career of Tony Clements. Mr. Clements recalls in the interview:

I’ll tell you how big Dave Matthews was in my life. I graduated with my bachelor’s degree in the Fall semester and I didn’t have a clue what I was going to do next with my life. So I go and visit a cousin who’s at Taylor University in Indiana, and when I come back Dave Matthews pulls me in and says that I’m signed up for graduate school program and we have an assistantship for you to get you through graduate school. I needed to be in school anyway or I was going to get drafted to the Vietnam War. Dave Matthews kept me from being sent off to war. Which probably saved my life. Dave Matthews helped me out a lot because he really thought I would end up doing what I ended up doing. (Tony Clements)

That seemed to be the exact direction Tony Clements needed, and he never left. He moved from intern to director of the intramural officials association, then became the director of community programs, then supervisor of intramural employees and supervisor of co-rec intramural programs, then to the Associate Director of Campus Recreation, and finally on to the position of Director of Campus Recreation in 1979. Mr. Clements said he owes his progressive

career path to his ability to build relationships with people and also his sense of creativity. Mr. Clements made reference in the interview:

I try to have a rapport with everybody. As an African American on campus in the 70's, it was easy for you to be upset and strike out. But I told my guys, the key is is that you have to be at the decision table. If you're gonna get anything done, you have to be sitting at the table. You can't do anything that's gonna keep you outside the room. If you want to be successful, solve someone else's problem. Walk into somebody and tell them I can take care of your problem for you. That will make you be appreciated anywhere on campus. And that's what I tried to do when building the ARC, I solved some problems and it never occurred to me that I wasn't gonna be able to do something. (Tony Clements)

The renovation of IMPE, starting in 2006 and being finished in August 2008, was one of Mr. Clements biggest accomplishments as Director of Campus Recreation. The \$54 million dollar renovations began to completely overhaul the IMPE and the Campus Recreation Center East facilities. Those two projects had given Illinois more than 500,000 square feet of indoor recreation space, which at the time was one of the largest campus recreation facilities in the country. The architectural company for the new construction was Hughes Group Architects, from Sterling, VA. The new construction was composed of four multipurpose gymnasiums, two 50-meter swimming pools—one indoor and one outdoor—34,000 square feet of strength and conditioning areas, a one-fifth mile indoor track, 12 racquetball courts, a 35-foot-tall climbing wall, seven multipurpose rooms, nutritional rooms, and additional office spaces. The renovation also included updated locker rooms, additional food service spaces and storage maintenance spaces. The new design added an exterior colonnade and landscaped plaza that spans the entire length of the building (Campus Recreation, 2016). Upon completion of the renovations, the Intramural Physical Education (IMPE) building was renamed the Activities and Recreation Center (ARC). Tony Clements recalls supervising the redesign of the ARC:

“Getting the ARC built and getting it renovated was huge. A great way to end your career.” That's what I would say to somebody. That's a great way to go out. The facility was a solution to a problem of uniting the campus. It was needed to bring the campus

closer together. Students, faculty, staff, community; everyone could use it together. (Tony Clements)

Mr. Clements noted several factors and stories that influenced him in designing the ARC with specific reasons in mind. Mr. Clements strongly encouraged people on campus and in the community to not just notice the great architectural design but to really understand what was on the inside.

I remember when I was on campus one time a guy said, "How'd you get them to build that recreation building, spend all that money on that recreation building?" I said, "Because it's not a recreation building. It's an educational building with a recreation storefront on it. When students look at it they think it's a recreational building. But, it's about changing lives. They come in there thinking it's one thing, when they go out they're changed in a different way. It's an education building. "It couldn't have come out any better."(Tony Clements)

There is research that speaks to the benefits of campus recreation services in higher education. Kanter (2000) asserted that recreational sport participation can play an important role in student development by providing opportunities for students to cope with the increasing pressures of college life. Other studies have shown a positive relationship between students' participation in recreational activities, self-esteem and academic success (Nesbitt, 1998). This study links what Tony Clements said about recreation and education, and how the two is life changing. According to Mr. Clements, the ARC is a solution to a problem, for it enhances the quality of life of its participants. His different approach to campus recreation programs where satisfaction is measured and linked to quality of life has aided in research to justify claims of enhancing the quality of life of participants. Mr. Clements addresses some of his work that he has presented and for which he has been recognized nationally:

"I do a presentation called 'What would Steve Jobs do?' And my number one thing I tell people is solve somebody else's problem. If you want to be successful, walk in to somebody and say, "Look. I can take care of your problem for you." That will make you appreciated anywhere on campus. Because a chancellor or a president they got their own set of problems. I'm going to help you solve your problem. That was one of my things

that I always tried to do. I'm going to solve some problems. (Tony Clements)

Visionary leaders have a compelling sense of direction for specific situations and organizations. To achieve organizational success visionary leaders develop new ideas when they encounter external challenges that force change. Mr. Clements talks about being recognized as a visionary leader.

When I got national awards. I have what's called the honorary award, which is the highest you get in the field of campus recreation. I got that award. Also, my presentations were always well received and all my presentations were about progressive kind of things. You know? How you can do new designs and bring up new ideas and do those kinds of creative thought. Some of those ideas I had went national.” (Tony Clements)

Tony Clements approach can be linked to one of the more significant developments regarding the benefits of recreation services researchers have termed “benefits movement”. Allen (1996) noted that the benefits movement emphasizes the provision of purposeful services that are outcome-driven, like that of recreation services. The research states that benefits movement “involves the development, implementation, and assessment of outcome oriented programs, facilities, and services that are viewed as significant by public officials and the general citizenry” (Hurtes & Allen, 2001, p.98). Recreational facilities such as the ARC, that have fully implemented the benefits philosophy, target specific results that they intend for the participants of their services to receive. Mr. Clements crafted and delivered services in a manner that directly addressed a campus and community need.

While addressing the problem and creating a solution, I asked Mr. Clements how he dealt with programmatic challenges or difficult people during the two-year renovation period:

I think my big thing is creativity. Even dealing with people you have to think creatively about how you do it. You knew just in the way they started off that they were trying to be difficult. They wanted you to respond in a negative way. (Tony Clements)

Mr. Clements reflects on a time as a leader he had to use humor and a positive mindset to turn a difficult situation into a creative insightful discussion.

I remember one of my favorite stories, people love this story. I didn't think it was that big a thing, but they did. Every now and then engineers would come in and start an argument with me. He says, "You guys don't know how to do x." I said, "Listen. I don't come to your office telling you how to build bridges. Don't come over here and tell me how to do this. All right? You don't know nothing about this because I don't know nothing about building a bridge." You always had to be creative. You always had to have these creative answers. (Tony Clements)

The ARC has become one of the must-see facilities on campus and in Urbana-Champaign. Mr. Clements served the University of Illinois for more than 30 years until his retirement in 2008, the year the ARC renovation had been finished. When asked what led to his retirement he joyfully said:

"They said, "Why you leaving?" I said, "Because I've been working on all of these things and they're very creative." I said, "Once you get back to a normal routine after completing the ARK, it's going to be like mundane day to day kinds of things. I'm not interested in doing that anymore." They said, "Don't you want to walk around the building?" I said, "I'll drive over here and look at it to see it." No I got to get on man. I can't. That's the best way to leave. You have some big success like that and I'm out of here. That's like dropping the mic. (Tony Clements)

### **Data Analysis: Thematic Coding**

Upon completing the five interviews and coding the data, five thematic themes emerged as a result of participants' responses. The five themes not only represent the information and stories from the participants, but they connect to the theoretical framework used to guide the study. In an attempt to contextualize the lived experiences of my participants, I focused on similarities in responses.

### **Theme One: Leadership Preparation Experiences**

This theme emerged from the responses received from the participants as they answered questions in regard to leadership experiences they had before accepting the position as director or

senior administrator over the program mentioned in the document. Through their preparation and experiences, all of the participants felt that there were specific situations in their lives that were significant to their growth as a leader. Whether academically, athletically or professionally, each identified situations that provided participants with the training, development and experience necessary to successfully complete their career trajectory. As such, all five of the participants indicated that their training and development skills on how to be a leader derived in large part from their experiences in athletics. The participants described their leadership experiences within athletics.

My leadership role in athletics. I was a football player and I was fortunate enough to play the position of quarterback. So, in that position if you're going to be successful you not only have to know what the plays and your assignments are, but you also have to know the assignments of the other 10 individuals in which you are depending on. So that there taught me that I could be a leader. (Terry Cole)

The ways Mr. Cole experienced success came in the form of opportunity, a chance to contribute and make a difference translates to both on and off the field.

There's nothing that can replace winning. Winning, that's why we play the game. But there is a way to win and obviously there is a way to lose. I think most of us at the time, we didn't want to lose. We didn't understand what losing was, well, we understood what it was, but losing was being unsuccessful. I think sometimes losing today doesn't mean you're being unsuccessful; I think back then we looked at it as being unsuccessful because back then winning was everything. So, I think I used that approach you know as I grew in my profession, as an adult as a father, and a manager. (Terry Cole)

Michael Jeffries also recalled his leadership experiences through sports:

Sports has always been a part of my life that I enjoyed. Growing up I played basketball and football at the parks and around my neighborhood. In high school I was the manager for both the football and basketball teams at Dunbar High School. The responsibilities I had for the teams taught me work ethic and how to serve. (Michael Jeffries)

Similarly, Tony Clements reflected on the ways sports added value to his leadership attributes.

He went to the only black high school in town, Ligon High School in Raleigh, North Carolina. It was the only black school in town so everybody came out for the basketball team. He shared::



If you didn't play JV, you were never going to play varsity. They would have 300 people try out for the varsity. The freshman year I was out there, I go, "Man. There's 300 kids out here. Trying out." You know. But, we had a really good basketball team and a really good football team too. I played basketball and football. I was the captain of the basketball team when I was in high school. The first part of my senior year I was only 15, and I was the captain of the basketball team. (Tony Clements)

Mr. Clements recognized at a very early age that he possessed leadership skills that others wanted to follow. Mr. Clements was a two-sport athlete playing both basketball and football. He reflected:

Even as a kid in the neighborhood, the other kids would follow me. I graduated from high school in '66. I was 17 years old when I came here to the University of Illinois as a freshman in the fall of '66. I was playing basketball in '66, '67. Football in '68 and '69. Yeah, I was much better at basketball. But I was probably better off playing football. They weren't going to play me at basketball. The writing was pretty much on the wall for any African American player. You weren't going to be playing basketball. (Tony Clements)

Many student-athletes felt pigeonholed. Mr. Clements had a choice, but it was his dedication and determination to himself and to the sport that propelled him to excel above his peers. He reflected:

In 1968, I think it was, at one time, I was the only African American player on the traveling football team. They had lost almost all their African American players, they actually needed me at that time. It wasn't because they didn't want African Americans to travel, it was just that they had lost so many. They lost like 10 or 12 guys. You've got to have that sort of confidence that it will work out. (Tony Clements)

**Clarence Shelley:** I played football at Wayne State. Had a football scholarship. In fact, I was the only black player on my senior team, senior class, senior team. That's another story. What football did for me, at least was to find an outlet for that anger. I led the conference in penalties for a couple of years. A guy once called me a nigger. That was common. I heard that so much it was no problem. Some reason this guy was a bully. He was harassing me. He would call me black-so-and-so. I took off my helmet and beat him over the head with it and split it wide open. They had planned to arrest me, but they never got around to it. My career kept bumping into myself. For me, education was a safe place to be.

**James Anderson:** Growing up in Alabama, I played sports all the time. It was part of what we did as kids in the neighborhoods. I played both basketball and football in high

school, and went on to play basketball in college at Stillman College. I learned from athletics to be tough and not quit, you just don't quit.

It also appears that their academic experiences were beneficial to their leadership success.

All five of the participants indicated that their training and development skills on how to be a leader also derived from their academic experiences. The participants described how academics played a role in their leadership journey.

I would admit that I was not nearly the brightest student. I have the distinction, I guess it's a distinction, of having been expelled from school twice in my last year of elementary school for reacting to something, some presumed threat. I was angry a lot. I remember that very well. I was angry a lot but I never quite, no way. (Clarence Shelley)

Dean Shelley understood his academic struggles but knew how to overcome them with his competitive spirit. His competitive spirit often times got him into trouble. He continues to reflect:

I came to school one day towards the end of the semester with a knife with a broken blade on it. I was apprehended and sent to a school for maladjusted boys. While, before they came to pick me up to take me to this school, the library teacher had gone through my record for some reason and noted that I had won the school spelling bee 2 years in a row. They said, "Well, it must be something there." The librarian teacher happened to notice that I used to come to the library a lot and I had won the spelling bee. They had agreed, "Let's give this fool one more chance." (Clarence Shelley)

Successful leaders learn from their mistakes and even turns the bad situations into positive learning experiences and opportunities for growth. Dean Shelley is an example of one of those people. He was not a nuisance but sullen. He came upon a teacher who was the first male black teacher in the school, Vance Kinnard. Mr Kinnard asked him to do something during study hall and he made some off-hand remark—he did not want to do something. Mr Kinnard said:

"Meet me in my office after class, after school gets out." I can run an errand. He said, "I read your paper. You write very well." I was like it wasn't important. He's like, "I'm talking to you." I said, "I hear you." Then he slapped me. I said, "Damn. What was that?" I had never been hit like that before. From then on, he became my mentor, English teacher, English, composition, journalism, all that stuff. I daresay he rescued me. (Clarence Shelley)

Dean Shelly cited the difficulties adjusting to the academic rigor and life experiences from middle school to high school. Adapting to different schools, cultures and expectations was a challenge. Reflecting on those adolescent years has caused him to understand the transformational leader he became as an adult. He returns in contemplation:

Once I got my head right, I began to really grow and expand and flourish individually and socially. The few kids from my class, high school, that went to college, usually went to a black college. You weren't going to a white college in those days. They seen me come up stronger. The differences between the education a black person gets at a black college and what they get at a white college, where do you think you go to undergrad school? They let me go with them to evaluate black colleges. I was the only person on the 12-man football team who had not attended a black college. I attended Wayne State. (Clarence Shelley)

Michael Jeffries spoke to the importance of guidance during those early years of maturation. Adapting to the rigors and cultures of elementary through high school can be challenging without someone to guide you through those times. Back in elementary school, they did not really use words like “mentorship” or “leadership.” During the years growing up in Chicago, he always had people who helped him in those times. Mr. Ross Hills always talked to him about things. Mr. Jeffries reflected:

I also remember Mr. Davis, I thought I was in trouble. He had my mother come up to the school, we were horse playing outside at recess and things got out of hand. Instead of me getting in trouble he called my mother. In 8th grade, it was Mr. Davis who recommended me for an honor award the American Legion award and here I'm thinking Mr. Davis doesn't like me. But he was a really making sure I was successful. Mr. Davis stayed in my life in different ways. (Michael Jeffries)

Tony Clements speaks to the pressures and the pathways to success that is afforded through education. Through story Mr. Clements tells how the education system effected his life:

I went to the only black high school in Raleigh, North Carolina, and it would get to the point where if you wanted books teachers would have to go to the white school, to the trash, and pick out books to bring back to the black school. Because we weren't getting the same materials. My father was from Champaign, my mother was from Decatur, so from the time we were like 5 years old my sister and I knew we were going to the

University of Illinois because they wanted us to go back there so bad. From little bitty kids that was our goal to be at the University of Illinois. (Toney Clements)

Although many children raised in single-parent homes become successful adults, studies show that children living in well-functioning, two-parent families have several advantages. Two advantages shared by Mr. Clements are self-confidence and the ability to lead. He graduated from high school in 1966 and continued his education that year in the fall at the University of Illinois at the age of 17-years-old as a freshman as a sociology major. He further reflected on his collegiate years:

This is a story I love to tell because you don't hear these good stories about counselors and advisors. After my first semester, I was already on probation. I went over to my advisor and he said to me, "So, what do you really want to do?" (Tony Clements)

Mr. Clements had already been thinking about this in high school. He wanted to go to New Orleans and help kids on the playground and similar things. He stated to advisor, "That's what I want to do." His advisor told him to "come back in a week." After a week's time, he came back and found that the advisor had visited with people in recreation.

He said, "I went over there and I talked to them. They're going to let you take the class this semester over there in recreation. If that works out, that's probably where you need to be." I did that. I enjoyed the class thoroughly. I ended up registering in parks and recreation after that. I didn't even know it existed until my advisor went and found it. (Tony Clements)

Many of the participants named people who seemed strategically placed in their lives to help in their success. Dave Matthews, the director of campus recreation when Mr. Clements was on campus, was one of those people for him. Mr. Matthews was also in Physical Education and was on a lot of visitation committees too. He was a big influence in his life. He graduated after the fall semester and had no idea what he was going to do.

I go visit a cousin who was at Taylor University in Indiana and when I come back, Dave Matthews pulls me in and says, "Hey. You're signed up for graduate school. We got an assistance-ship for you." He said, "We got you signed up for grad school. We got you in.

We got you an assistance-ship and everything." I had no idea what I was doing at that time. I go, "Thank you." What are you supposed to say in that situation with a stunned face? (Tony Clements)

Terry Cole reflects on the roles that education and family worked together to make an impact for success in his life:

Being a native of East St. Louis, Illinois back in the 60s East St Louis was predominantly white, a lot of people don't understand or realize that, but it was predominantly white. I went to the all-white high school, East St. Louis Senior High School. My uncle was a high school teacher. He went on to get his Ph.D., and he was always very concerned about my well-being as a student because he did not want the system to take advantage of me. (Terry Cole)

Similar messages were reiterated from mentors of each participant. Words of encouragement and strength that education was key to success. Mr. Cole saw some evidence happening to him in high school. An English instructor taught at East St. Louis Lincoln and he went to East Side. He was taking math and not doing well in the course. He found out that his coach talked to his math instructor and his teacher came to him and said "why didn't you tell me that you were an athlete?" And he said, "I didn't know that was important." He continues:

You just sit here and be quiet and you will be okay. And I went home and told my mother that and she had told my Uncle and my uncle got a hold of me and said, "that's not going to happen to you." There was also a Latin teacher at Lincoln who lived in St. Louis so I had to go to that Latin instructor two nights a week on the bus, to be tutored by him. So I learned that academic work ethic early. Because educationally, let's face it, I mean, it's been proven, education is the way out! I mean, I believe that then and I still believe it. (Terry Cole)

James Anderson tells of those experiences that influenced in both positive and negative ways.

These experiences and influential people were the primary sources of three messages being identity, leadership, and success. Dr. Anderson reflected:

I grew up in segregated schools in Alabama. I don't know how many other places were like that, but I often tell people my first time in school was first grade. We didn't have anything like, what they call it? Preschool or kindergarten or anything like that. That was the kind of thing that white kids had available to them, but we didn't. Most families that I knew would not have had the money to pay privately for something like kindergarten and

so the first time that I went to school was first grade. (Dr. James Anderson)

Dr. Anderson learned at an early age the differences between white families and black families.

Family and school played a big role in shaping his identity and outlook on life circumstances. He reflected:

Actually our parents counted very heavily on the teachers really to teach us how to read, how to write, how to do mathematics, and so forth like that. Some of our parents had more education than others, but there were so many families where the parents didn't have much education at all. My grandmother, for instance, never went to school in her life. She could not read or write. She lived with us and after she passed away, I was in the 10th grade. I had those kinds of experiences where ... I think one thing I learned early on was that there's a vast difference between being smart and being intelligent and being literate. (Dr. James Anderson)

On the other hand, students that were privileged enough to attend preschool, kindergarten and private schools during the years of segregation could have had a different experience where encountering illiterate adults were not so common. Dr. Anderson thinks there is a perception in most places in the world that smart people are literate people rather than to recognize that literacy represents a certain translation in human history. Therefore, for a very long time, people could not read or write, but the world made a lot of progress. That was the world that he was born into. He went to the elementary school that was segregated—all African-American elementary school. He remembers all of his elementary teachers and especially his first grade teacher, Mrs. Howard, because he had never been to school before. He was scared to death walking into her classroom because he did not know what to expect. Before first grade, he had been out playing and then all of a sudden he found himself in a chair, unable to move until the teacher says it is ok You cannot even go to the bathroom without raising a hand. He recalls other influences from his community and the importance of these teacher in his life:

It was the way in which they all took care of you and taught you. I go through from Mrs. Howard, then my second grade teacher, Mrs. Jackson. My third grade teacher, Mrs. Harris. It was interesting because Mrs. Parker who was my fifth grade teacher. Her

husband was my basketball and football head coach. She was my elementary school teacher. Her name is Eva Parker, but when I was a kid I thought it was “Evil Parker” when she taught us. It was how I was connecting her name with her demeanor. (Dr. James Anderson)

The signs of leadership in Dr. Anderson’s life was recognized early by his teachers. He was imitating the people that he saw each day. Every day people like his teachers were influencing him in ways he didn’t even recognized, but brought out the leadership qualities they saw within him. He was home after becoming a professor at the University of Illinois. Friends were gathered at the house. Someone who knew he was quiet growing up turned to his mother and said, “Aren’t you surprised that he became a professor because he was always the quiet one of your four boys?” Mrs. Parker happened to be there at the time. She said, “I’m not surprised.” Dr. Anderson looked, thinking “what?” Shw said, “I started him teacher when he was in the fifth grade.” He had forgotten about this and being able to get through a reader very quickly. In order to keep him busy, she would have him teach the other kids that had difficulty getting through the reader. In reflecting upon this, he said:

I was able to teach then. I actually remember really enjoying it. I forgot about it. I'd completely forgotten about it. She just said, "I'm not surprised he's a teacher. I had him teaching when he was in the fifth grade." I thought back and I was like wow. She knew what she was doing at the time. I didn't know and I'd completely forgotten about it. (Dr. James Anderson)

Dr. Anderson also recalled other instances where his teachers shaped his identity in becoming the leader he is today. With catchy phrases or repeated words spoken daily at school, he never forgot those things that were the most impactful. He commented:

There were people like that that had this impact on me. It was so many of them. Mr. McCampbell who was my seventh-grade Social Studies teacher. I remember he was the first teacher in my life who really started to get on me about what I was going to do. He would call all the young men partner. “Partner”, that was his word. Always partner, partner. He would always say to me, he said, "Partner, if you're not careful, you're going to waste a good mind." I used to be like what is he talking about? (Dr. James Anderson)

Mr. McCampbell was looking at his performance in his class and then realizing where he was headed because of where everybody else like him had headed and gone. The instructor was just trying to remind him that a person can do other things. He always said, "If you're not careful, you're going to waste a good min." He never asked Mr. McCampbell what he was talking about. He guessed he just kept this resounding in his head that he had a good mind. It was encouragement and support that Dr. Anderson received at an early age that developed his leadership skills. He recognized both men and women who were of the same race in leadership positions within and outside of sports. There were people Dr. Anderson recalled in leadership roles at home, in the schools, and out in the community.

Our teachers were not just in the classroom where they influenced you. They'd influence you in the summertime, outside of the classroom and so forth. There were so many people like that when I look back. Some people would look at, if you gave them my statistics in terms of family income or father not being at home, or if you looked at all kinds of things, you go this is a statistical profile of someone who's not going to make it. When I look back and see all of the mentors and teachers around me, you figure that how could you fail? They had just the highest expectations. (Dr. James Anderson)

In addition, Dr. Anderson spoke about his college choice and reflects on his experiences that led to his success in education. He comments on how change can be tough but the possibilities of opportunity can be rewarding if you stay the course.

I also went to an all-black high school, and then to a historically black college, which is Stillman College in Tuscaloosa, Alabama. Coming to Illinois when I was 21 as a young graduate student was entirely a different world, but one I was able to adjust to after a little while here. I think every place I've been, my elementary school, my high school, my college, it was mine. We were the Carver High School Steers. I was a basketball player, football player, and student there. Same thing with Stillman College as elementary school. You just felt that you were so much a part of it. (Dr. James Anderson)

Dr. Anderson acknowledged that the positive connections he made with his professors contributed much to his success as a senior administrator. He comments that his professors saw the end product way before he could and even helped to avoid pitfalls that may of his peers



encountered. Dr. Anderson reflected:

My homeroom teacher in high school named Herman Hughes, he ended up being a math professor at Michigan State. One of the reasons math was my favorite subject, because he was my favorite teacher. He had graduated from Stillman College. He had gone to the dean at Stillman College and told the dean, "Look, I have a student here that I think is really good. He is good in mathematics. I think he's a good student. He can't go to college. He doesn't have the means." He asked the dean there at Stillman if he'd give me a scholarship. The dean agreed and it was in handwriting. He wrote out the scholarship. Dean Hardy, that's his name. He had written out the scholarship on a piece of paper in handwriting and promised it to him. (Dr. James Anderson)

Transformational leaders are those who encourage, motivate, inspire and take action. Dr.

Anderson can recall certain individuals that took action to see that his life didn't end up like most of his peers. He saw even his own family members get held back due to poor behavior or low academics. While in line for high school commencement, Mr. Hughes came over and asked him to step out of line. He was really worried because in that school, being asked to step out of line meant you were not graduating and the reason did not have to do with academics. It could be something that you had done. His cousin was in the same class and graduated the next year because they thought his conduct was not appropriate. He reflects:

I had three cousins, we all played football together so I remember them very well. All three of them got pulled out of line. They graduated the following year. It was that kind of school that I went to where it wasn't just about academics, it was about conduct, about being a young man. If you'd done something that they thought fundamentally violated their principles in terms of who you should be, your character, and things like that, you could get pulled out of line. (Dr. James Anderson)

There was a standard of success that Dr. Anderson saw even in high school. A standard of policy that instead of no child left behind, a child could be left behind on the basis of conduct and academic performance. Dr. Anderson was grateful for those teachers who developed his work ethic and set a high standard for academic success. On graduation day, Mr. Hughes pulled him aside and said, "I need to let you know that before you give your valedictorian address, they're

going to announce that you have a scholarship to Stillman College and I didn't want you to be surprised and forget the address." The address had to be given from memory. Reflecting further on his graduation day:

I was still trying to get my head wrapped around giving the speech and now this news. I'm not sure that this good news was good news, because knowing this I'm trying not to forget that speech and having all that on my mind at the same time. It was only on that day that I had any clue that I might go to college, which was different. (Dr. James Anderson)

Dr. Anderson also commented on his first experiences as a graduate student at the University of Illinois and how they helped shape his opportunities as a leader on campus:

I only applied to two graduate schools. That was Indiana University and Illinois. Indiana had a sister relationship with Stillman College as many of the traditional white institutions do. They pick a historical black college. They expected Stillman students to apply. I applied to Indiana. I was actually accepted in Sociology there to study. (Dr. James Anderson)

It was an accident that he just happened to have a couple of people on his campus who had connections to Illinois. He did not know anyone here. Illinois did not recruit him. His professors recruited him for Illinois because they had a connection here. It was the first time he felt like an outsider. Dr. Anderson's experiences as a student at the University of Illinois served as a source of guidance in his efforts to establish the Bridge and Transition program. His feelings of loneliness, not belonging, and frustration as a doctoral student were similar to that of many students of color he taught, now as a professor. Dr. Anderson reflected on those beginning years:

At the time, there were almost no students of color on campus. If you combine Asian-American students, African-American students, Latino, Native American students altogether, it'd be less than 2% of the UI population when I arrived. There were about 220 African-American students on campus total. Illinois was a place where I didn't know anybody, I'd never been here, and didn't really know what to expect. The next thing I knew I was here and on campus. I was making it work. To be frankly, I felt like going home many times the first year. (Dr. James Anderson)

Even leaders often-times experience moments of doubt and question the path that is before them.

Dr. Anderson was not immune to the feelings of wanting to quit and turn toward an environment that seemed more familiar:

Yeah, I really was thinking that I just didn't want to be here. I actually went back to Alabama that summer at the end of my first year, with the intentions of not coming back. Somewhere toward the end of the summer, I got a different sense, it maybe came from athletics where you don't quit and it was like, I'm not a quitter. It's tough, it wasn't a good first year. In the end, I thought, I'm going back, give it another try. The second year was much better. I was acclimated to the weather. I knew what to expect in terms of people. I made some friends here and making friends always is important. You feel less isolated, less ostracized, have a support group that you can always talk to, people who understood what you were going through. Looking back, I'm glad I came back. (Dr. James Anderson)

Finally, it was also evident that each participant's previous professional experiences were beneficial for their leadership success in developing their specific programs at the University of Illinois. All five of the participants indicated that their training and development skills on how to be a leader also derived from previous career experiences. The participants described how these experiences played a part in developing their success as a leader. As Mr. Cole articulated:

When I finished my senior year of college and I realized that I wasn't going to be drafted into the NFL, there actually was a light that came on in my head. I woke up one morning and said, "What are you going to do with the rest of your life?" I hadn't thought about the rest of my life, you know, I had not thought about it. But I also knew that I wanted to be involved in athletics and I always knew I wanted to be involved with young people, but I did not want to coach. So my choices were limited, but I was very lucky throughout my career. I transferred to the University of Illinois as a student-athlete, and then after graduation I took a job to work at the Boys & Girls Club in Champaign, which was something I sort of walked into. (Terry Cole)

Mr. Cole commented on being at the right place at the right time as he made the transition to working for the Division of Intercollegiate Athletics at the University of Illinois. Mr. Cole reflected on the initial contact for the position:

My position as an Academic Counselor for the Athletic Department, I was kind of in the right place at the right time because through my experiences at the Boys Club I became closer with the Coach in the Athletic Department. I would invite them over to meet our young people at the club. I would invite the athletes over to talk to our kids also. An assistant football coach at the time told me one day that there was going to be a job open

in the Athletic Department and he thought I should apply for it, and I did. I was hired. The world started spinning for me. Really! From a professional standpoint, because that's what I needed, that's what I wanted, the college campus is where I wanted to be, the student-athletes were who I wanted to help. And low and behold, you know, it was something somebody just told me to apply for. I don't know how it happened, I don't know why it happened, but it happened and I'm trying to make sense of it all. But I was not going to fail, not going to fail. Failing at that point was not in my vocabulary at all. Because that's what I wanted to do and it became my passion. (Terry Cole)

Michael Jeffries speaks to his path of success and taking advantage of opportunities that presented itself after college. Mr. Jeffries reflected:

After graduating with my undergraduate degree, I worked at the Illinois Institute of Technology in Chicago. I started out as a technician, then I was a computer operator. I wanted to go on to be a computer programmer, but they said I had to have a master's degree if I wanted to be a computer programmer. So I got a scholarship from the national guard and I enrolled into Eastern Illinois as a graduate student. After graduate school I became a partner with Microsoft through the University of Washington. I excelled and exceeded my goals kind of early but some of it was kind of luck and some of it was effort. You just never know how things are going to work out. I was very fortunate. I had good mentors, good friends, and a good network. Push hard to achieve your goals and then listen to what other people say. Use the knowledge that your friends give to you, if you have smart friends. (Michael Jeffries)

Clarence Shelley highlighted several opportunities of leadership that would ultimately lead him to a senior administrator position at the University of Illinois. These experiences helped develop the skills of leadership that Mr. Shelley portrayed as a senior administrator. He went to the army in 1953 during the Korean War. He learned to be an opportunist. He got a job working with the chaplain after lying stating that he was a boxer. The chaplain knew he was from Detroit, the same place Joe Lewis and Sugar Ray Roberts called their hometown. What he was trying to was keep out of Korea because they were sending people so fast that they barely got through the second eight weeks of training with the first eight weeks. They were killing them that fast over there. He decided very quickly, "I'm not going to Korea." He reflects:

I was waiting to be transferred and I was told that you have very high test scores in the language arts parts. We're going to let you go to where the army trains language. We thought we were being trained to work for the government, but they actually were

training spies. I was supposed to go ahead with my class and one day I was called in to see the doctor by the captain. He said, "Son, I hate to tell you, you've done very well here, but we really can't use colored soldiers where we'd be going." He didn't say we're going to be doing spy work. He said we can't use you. I had to contain myself. I didn't want to go anyway. I just didn't want to go to Korea. They said, "I'll tell you what. We'll send you to Germany." I'd go anywhere but Korea. I spent my whole time during the Korean War in Germany. (Clarence Shelley)

Mr. Shelley didn't give up on college. The army was just his reasonable service to the country and his way out of the streets of Detroit. His desire was to also attend college and get an education. He got to college through the GI bill. After graduating from Wayne State University, he went to graduate school. He and most of his classmates went into education. He became a school teacher because he was still kind of lazy. He really enjoyed teaching high school though and found that to be a lot of fun. He organized an African American history club at the school in the late 1950s to early 1960s. He was advising on the school paper and the yearbook. Also, he ran the jazz club. He goes onto reflect:

I think I matured finally in teaching. I began to feel the vulnerability of being a teacher in a school environment where there's no response. I took teaching very seriously. The school became an outlet for me, where I had a purpose. I was also a part time counselor. My other activities in the high school was organizing the college club. We would take students to the various colleges around the state, Eastern, Western, Northern Michigan, Wayne State. (Clarence Shelley)

These experiences were avenues for Mr. Shelley to promote himself, for administration to see the value of college visits for the high school students. Mr. Shelley's vision was to make a way for every student who desired to attend college to get the opportunity to do so. Mr. Shelley reflected on those experiences:

I had some success getting these kids into schools and got a grant from the government to the talent search program. One of the 3, trio programs. We had some success. The board of education put me on leave to the city of Detroit to develop these programs for recruitment.

Then I was asked to do it in prep schools. I went to 3 or 4 different places. Then, I was doing very well. It was a lot of fun, lot of kids. It expanded to about 18 high schools. It

was a lot of fun. (Clarence Shelley)

Other opportunities presented itself as a result of Mr. Shelley's leadership skills and vision for his students. Mr. Shelley reflected on the circumstances that led to accepting the position at the University of Illinois:

The year was 1967. I had been asked to go up to Dartmouth College in New Hampshire, to train the teaching staff on how to deal with African American people. I was accused of hiding out in New Hampshire while people were killing each other during the riots in Detroit in 1967. They offered me a job in New Hampshire. My then wife was very militant. The school told me, "Actually we can't hire you until your wife has been interviewed by the women's group." I said, "No problem. No problem." I told my wife, "Listen. They're going to give me a free house, all this other stuff. All this rich stuff." She said, "No, there's something wrong here." She said, "I'm getting the hell out of here." I said, "Okay. I'll go back to Detroit." (Clarence Shelley)

What could've been thought to be a set-back was really a set-up for an even bigger opportunity that awaited. It wasn't long after he left New Hampshire that he would soon receive the call to come to the University of Illinois. Mr. Shelley reflected:

The dean of student personnel at the University of Illinois drafted me. She had heard me give a talk somewhere. It was April of '68 when I was recruited to come to Illinois. I remember signing my contract in an elevator in Detroit. We were told we couldn't leave the hotel because there was so much confusion outside with the riots. That's what led to me accepting the position here at the university. (Clarence Shelley)

Tony Clements reflected on the opportunity that kept him on the campus of Urbana-Champaign after graduate school. He reflected on the beginnings of his career in campus recreation and the goals he set for himself:

The university accepted me as a graduate student, which I wanted to do because this was during the Vietnam War. I needed to be in school anyway. Plus as part of my assistantship I got money from my job with Campus Recreation under Dave Matthews. He would have got scrutinized for doing that sometimes, but Dave was really into hiring African Americans. He hired the first African American woman we had in the whole field. Her name was Tori Jamison. Then I came along. During my graduate assistantship, I was working with referees and co-rec. I was doing a lot of what I thought was clerical things with co-rec. Creating a lot of events and I also hired and supervised the officials. (Tony Clements)

Mr. Clements showed early signs of his gift as a visionary leader. He looked to solve problems and create programs that would benefit his department and the students he served. Mr. Clements reflected on achieving his goal in becoming Director of Campus Recreation:

They would always have me come up with ideas for things, which I loved doing. Always creating. I made the most of every opportunity I got. My whole goal was to be director by the time I was 45. I got to director when I was 29. There's a guy that works at Purdue now who I replaced in campus recreation. He was in charge of the referees and how it happened was like this I'd be sitting at my desk and one day he walked in and says, "Hey. I'm leaving. You might want to apply for my job." When the associate director left, he came in to my office. "Hey. I'm leaving. You might want to apply for my job." When Dave Matthews left, he said, "I'm leaving. You might want to apply for my job." I'm just sitting there. I'm just moving along like that. What I thought would take me 15 years to get to, I did in 3. (Toney Clements)

There needs to be intentionality towards student engagement in leadership programs. The students need to be identified and targeted for encouragement and participation. Dr. James Anderson comments on his desire to help underrepresented students gain access to college. He reflected on that time period as a graduate student:

I don't think I thought that much about it. I think it had much to do with my college experience. When I came here as a graduate student, I was in the Master's Plus Certification Program and Curriculum Instruction. I did my Praxis teaching at Marshall High School on the west side of Chicago. I had some experience in that system and had some sense of what preparation students needed to go into a big city school system like that. A group of us created the Alternative Teacher Education Program with Urban Education focus in the program. As part of that, we actually ended up with some very unique ways of doing things differently and that helped to make those students successful. That was the work that I'd done as a graduate student. (Dr. James Anderson)

Dr. Anderson realized that his pursuit to attain a senior level position would not happen without the proper academic credentials and experience. Thus the acquisition of a doctoral degree and professional experiences helped to fulfill his career void. He was a leader on campus. He has been on the Chancellor's Commission to establish African American Studies Program. As a student, Dr. Anderson was Chair of the College of Education Graduate Student Association. He

has served on the College Executive Committee as a student. Even as a student at Illinois, he had a voice on important matters. Being a member of the Black Student Association, he was Chair of the Black Student Committee. He worked in the Graduate College with the Dean of the Graduate College. He knew the chancellor as a student. He reflects:

So I worked with leaders on the campus even as a student. I worked with them in a constructive way, you know, I always believed that. After graduate school I taught at Indiana for a few years. When I came back to Illinois as a faculty, right away I was being appointed to committees, elected to the College Exec Committee. By this time I had been appointed to Athletic Board, eventually became Chair of the Athletic Association. It's a place where I kind of grew up professionally, so I really didn't think that much about it. (Dr. James Anderson)

## **Theme Two: Collaboration with Each Other**

This theme emerged from the ways in which the participants brought up the names of some of the other participants included in the study while giving their own responses during the interview. The intriguing part about it is that I never mentioned to them who the other participants were in the study. Their responses show that even though they did not purposefully seek out the support of one another, in developing the programs in which they were directors of on campus their paths were destined to cross, and as a result, lifelong friendships formed.

Dr. Anderson was the pioneer among the five participants, having been on the campus as a graduate student before the Bridge/Transition program came about. There were other movements on campus with which Dr. Anderson found himself involved. Collaborative efforts with other colleagues on campus like Dean Shelley that focused on recruitment and retention. Dr. Anderson makes reference to such experiences in this statement:

"I was here when the huge, big transitioned occurred with the '68 500 Program. That was a pivotal point in the institution's history because you went from having a population of 200 or so African-American students, with a freshman class that was close to 600 African-American students in 1968. Everything that happens after that in some ways remade the campus. When students came in in Fall of 68', many of us had helped to recruit these students. (Dr. James Anderson)



The transition into an increase of more students of color on campus meant access and an increase of needed resources. Dr. Anderson recalls creating those streams of access for this underrepresented population. We created programs then but they were not like Bridge/Transition. They were not institutionalized, but we had a lot of tutor programs and mentoring programs for that freshmen 500 class because the idea was to get them through as well as to get their degrees. There were so many doubts as to whether Project 500 was going to work. In the college, we created what was called ATEP (Author of Teacher Education Program). Dr. Anderson recalls:

I was a Teaching Assistant in that program as a graduate student. And the idea was to create a teacher education program with an Urban focus. We'd bring in all these students from Chicago. They were interested in becoming teachers but they weren't interested in becoming teachers going into rural areas such as the western suburbs. They were interested in becoming teachers in the city of Chicago. There was very little here that dealt with the kinds of educational issues that they would face in Chicago."(Dr. James Anderson)

Tony Clements also remembers working alongside Dean Shelley with Project 500:

"I was so involved when African Americans came in, like the Project 500. Getting them involved in intramural. Getting them involved as officials. I got a friend that face times me every Saturday who came in and he ended up being head of the protest committee. I remember going to a meeting one time and they had a big problem on campus with the minority students. I took a briefcase in with me. They were talking about what they were going to do and I opened up the briefcase and I said, "I've got your answer right in here. I got it taken care of for you. To me, IMPE was the vehicle that could bring everyone together."(Tony Clements)

When asked about his passion for students and his position as director of the Office of Minority

Student Affairs (OMSA) Michael Jeffries made reference to Dean Shelley and Dr. Anderson:

"I took the position as Assistant Director of OMSA because I believed that there was an access problem here at the university. I believe that a lot of people outside of the University of Illinois thought it was some kind of failure on their part. I remember living in Chicago at the time when Clarence Shelley was coordinating Project 500 students. Before that I can recall there being a goal down here (Champaign) with people in the community of admitting 300 black students, and then that number was raised when Dr.

King was assassinated. One of the person's in charge was Jim Anderson and a guy by the name of Bill Salvage who worked in the chancellor's office. (Michael Jeffries)

Mr. Jeffries provided some insight to why he came to the University of Illinois and devoted to becoming a senior administrator in student affairs. He recalled:

But the key, when I think about why I came to Illinois, then and now was access. I believe most of us did what we did, Jim and Shelley, was to give students access. It was not known to me, just before I retired they eliminated the Bridge & Transition Program that I felt was really working well cause there's so many alumni out there that spent time here that would not have been admitted to the university had there not been a program, people had confidence in the Bridge & Transition program."(Michael Jeffries)

During the interview with Terry Cole, Mr. Cole reflected on how his community efforts built relationships within his career that introduced him to Tony Clements:

"I was lucky, when I was working at the Boys & Girls Club in Champaign I was able to be accepted in the Black community. So for a long time I had a really good relationship with the North End of town because I built programs between the Douglass Center and the Boys & Girls club. See, it was those kind of grass roots efforts in the community that benefited me when I started working for Tony Clements in campus recreation. Tony recognized what I was doing at the Boys & Girls Club and my passion for community outreach, it was a perfect fit for he had creative ideas to bridge the community and campus. Community outreach also benefited me even more when I started working for the Athletic Department because I was accepted over in the minority neighborhoods."(Terry Cole)

Indeed, the work that Terry Cole was doing as Director of Academics for the Division of Athletics was being noticed by his colleagues on campus, including Dr. Anderson, Tony Clements, Dean Shelley and Michael Jeffries. At one point we went from a 22% graduation rate on the football team when the Bridge and Transition program was instituted, to almost a 90% rate. Now, Terry Cole is really a quiet leader to all of this. He was a young academic advisor at the time We were fortunate because you had an academic advisor who had been a student athlete himself, but he was only concerned about the graduation. Dr Anderson states:

He knew how important it was to be successful athletically on campus. He knew that a lot of these kids had dreams of being millionaires and playing in the NBA, the NFL. He also knew how impossible those dreams were. Part of it is working with the student athletes.

That's why Terry Cole was so critical by saying I understand you have dreams. I'm not going to try to deflate your dreams, your aspirations around making it to the NBA or NFL. (Dr. James Anderson)

Dr. Anderson seemed to have a positive relationship with Mr. Cole. Great leadership recognizes the leadership abilities in others. This transformational leadership skill provides development and necessary experience for growth. Dr. Anderson knew that Mr. Coles priority of the scholar student first was in line with his vision for the Bridge and Transition program. The most important thing you can get out of here is your college degree. Mr. Coles never waived from that stance. He was also on CASA with Dr. Anderson for a long time. He was so glad to see CASA's emergence because it gave him something to work with that he had never seen before. He knew that his role as an academic advisor in the athletic association, it would be inappropriate for him to try to impose on the academic side of the campus. Instead of imposing, he simply became a resource. He knew better than anybody on the committee what student athletes go through. He was with them every day and he had a good idea, from being in the trenches, what will work and what cannot work. He was there simply conveying information he got everyday—at the same time, he was part of a team that listened to him. He was in a leadership role without taking the lead. We all worked as a team and it shows that with a team, people from all backgrounds on this campus, but yet are looking at the same problem, are able to work together and get things done.

Tony Clements describes his experiences working with Terry Cole while on campus. Their collaboration with one another and other administrators on campus prepared them for senior administrative positions. Mr. Clements comments on those early encounters with Mr. Cole.

I think you end up measuring your success by the people who worked for you. I think that's one of the things you really have to look at. Terry Cole once worked for me. Yeah.

Look where he went from there. You know? I remember going over to his office in DIA. Asking him to apply for my job in Campus Rec. These people end up being successful themselves, and that's what you want. You want to work with people who want to be successful themselves. They go on to do great things, like Terry did in the Athletics Department. (Tony Clements)

Similarly, Dean Shelley spoke of working with Terry Cole. He mentions observing his leadership style as he worked both sides of the aisle in the athletic side and academic side of campus. He recalled:

I think Terry Cole was effective in athletics because he was able to somehow work what I think is the most difficult position on campus. To make sense out of athletics and academics is hard to do. Athletics in itself is a zoo. Being an athlete is a full-time job. Coaches back then really didn't care what you think or what you felt is best for the athlete academically, what the coach says goes. Terry tried to be a voice of reason between athletes, coaches, and campus. That was very difficult to do back then. (Clarence Shelley)

Michael Jeffries emphasized the necessity of networking with other leaders on campus in different departments. Mr. Jeffries recalled those connections:

A guy named Ernest Morris was vice president of student affairs, who actually brought me to the university. Mr. Morris also nominated Terry Cole for the academic advisor job that he first got with the DIA. Terry came from East St. Louis and worked with Tony Clements in Campus Recreation. Those were some of my connections among Shelley also, mostly the Black men on this campus. (Michael Jeffries)

Dr. Anderson's work with the Bridge & Transition program has not gone unnoticed among his peers on campus. Several of the participants made reference to either collaborating at some point with the program or acknowledging the great work he was doing for students on campus.

Michael Jeffries stated that had graduation rates not been an issue, we never would have gotten to the point of a Bridge & Transition or Education Opportunity Program. He had to prepare proposals in pointing out the things that OMSA could do specifically. We had been working with athletes that had used their eligibility in helping them get a degree, they had nowhere else to go at the time. In regards to Shelley, Anderson, and himself it was helping the black students. But

when we came up with our strategies, it also included helping white students. His base was Chicago Public Schools and some of the athletes were coming through the Bridge and Transition program. One of the star athletes that I worked with along with Bridge & Transition was Marcus Liberty, we also had two athletes in one of the football drafts the same year go through the Bridge & Transition program. It was an expansion of opportunity for students to achieve both in the classroom and athletics.

In addition, Dean Shelley shared his insight to the connection he had with Dr. Anderson:

I remember, Jim was very reactive to what was going on with students especially athletes on campus. Him getting the Bridge & Transition program off the ground was work. Every athlete that came through here was told they had the stuff and would be in the NFL. But no one was graduating. We recruited kids in SEOP that were mean and could've possibly played on the football team, the coaches even went after some of our guys to convince them to play. If you play, you're welcome to, but you lose your financial aid, mentoring and any of the other resources we provided to them. Jim, took a similar approach with the Bridge program. Any athlete who participated in Bridge could not do any athletic activities during the summer. Some of the coaches fought it, but I thought it was a brilliant move. Those guys needed that time to adjust to campus. (Clarence Shelley)

Similarly, Mr. Clements comments on the importance of building relationships on campus. He recalled his relationship with Dr. Anderson by way of the Bridge and Transition program:

Part of building relationships on campus was knowing what was going on during those times. I tried to get involved as much as possible with helping people solve problems on campus. When Jim Anderson and the campus was creating the Bridge & Transition program for the students. Don't let no one tell ya different, that was for the athletes. They needed something to help the athletes graduate, especially the football guys. I wanted our campus rec facilities to be available for guys to come have some fun and get away from their normal routines. When they came through the doors, that gave me an opportunity to talk to the guys and be sort of a mentor. I knew how they felt, what they were going through. (Tony Clements)

In association with the other participants, Terry Cole shared his thoughts of the priority of gaining friendships around campus. He recalled:

It was people like Jim Anderson and Tony on campus that understood what I was trying to do. I provided Jim with the information needed to move the Bridge Transition program

along and we set on CASA together. Building strong relationships with people on campus helped carry me through some tough times. (Terry Cole)

### **Theme Three: The Role of Family**

This theme emerged from examining African American men's perspectives on what shaped their leadership styles and creativity in developing programs in higher education. Their attitudes toward access and education led them to initiate resources that provided services to students at the University of Illinois at Urbana-Champaign. The findings revealed that the men's behavior toward others could be attributed to the ways in which they were raised and family of orientation. These findings also revealed that the participants felt that their family structure uniquely positioned them to work through intense and targeted challenges that related to access, retention, recruitment, mentorship, funding, and social injustice. The findings illuminate the ways in which family shapes beliefs and values participants placed when accepting positions of leadership. In sharing their narratives and experiences, a few of the men elaborated on their family orientation. As Dr. Anderson remembers:

My grandmother, for instance, never went to school in her life. She could not read or write. She lived with us and she passed away, I was in the 10th grade. My grandmother could neither read nor write, but she was extremely smart and so many life lessons I learned from her. During that time period, there were a lot of discoveries and I was always amazed at her understanding of medicine. What people call home remedies, and that whatever you got she would say, "Take this, take this, take that." It worked. (Dr. James Anderson)

I followed up with Dr. Anderson immediately and asked if he could remember a time when his grandmother prescribed one of those home remedies. He recalled coming to the University of Illinois and before he could enroll, he had to go to McKinley Health Center. They were surprised that he didn't have any immunization shots. He got his first vaccination at McKinley. They asked him if he had even received a tetanus shot before. He never had received one. The nurse asked

him, "Did you ever get a puncture or something like that?" He said, "Well yeah I recall" because you cannot forget this as a kid. He reminisces:

I was out playing. My grandmother told me not to go in that area and I was in there and I jumped on a nail and it just came right through my foot. She was like, "Well how did they treat it?" I remember how she treated it. She took a piece of very salty fatback meat and she tied it on the puncture to draw the poison out. I never had any problems with it. It worked. It healed in no time, but she knew how to treat everything. You didn't go to the doctor for treatment. You went to someone like your grandmother for treatment. (Dr. James Anderson)

Later in the interview Dr. Anderson mentions his brothers:

Me and my brothers, the four of us, we were all delivered by midwives. None of us were delivered in a hospital or anything like that. I know from my birth certificate that the midwife was illiterate because she signed with an X. Yeah. My birth certificate is signed with an X by the person that delivered me. All four of us. I don't even know her name because she couldn't write her name, but she could deliver a baby. One of the things I remember as a young person, is my brother's high school graduating class. And I remember this actually when thinking about my older brother because he was one grade ahead of me. I went into the first grade following him. He was in the second grade. As I went through, I remember the teachers always said about the two of us, that I was the quiet one and he was the smartest. (Dr. James Anderson)

It seems that Dr. Anderson relied on family for practical experiences that resulted in practical life lessons. Dr. Anderson shares even more of how family has shaped his perception and motivation:

They always said that my brother was extremely smart. Then I watched him go through each grade. His class was a smart class. My class was right behind them. Even at that time, there was just a whole group of students in his class, all very smart kids. Not a single one went to college, not even the valedictorian in his class. Not a single one in his graduating class went to college. They didn't have the means. They didn't have the connections. They didn't have the access to go. My oldest brother went to New Jersey and stayed with a cousin, got a job there, and worked there until he retired. My youngest brother got killed when I was in grad school here at Illinois. He was in an automobile accident, but I also have another brother that's under me. It's interesting because he's now the Vice President of Baltimore Community College. (Dr. James Anderson)

From his own experiences Dr. Anderson understood the importance of family. As a result of the love his family showed toward one another, Dr. Anderson has been able to exemplify characteristics of servant leadership as a senior administrator. His brother went to Stillman

College after him. They are not four year apart in age, but rather four years apart in school. His brother stayed out of school two years to take care of their grandmother when she was ill. He was in elementary school at the time but somebody had to stay with her. His mother worked nearby. His brother graduated valedictorian from the same high school and then went onto Stillman College. Dr. Anderson recalls of his brother:

He thought that I'd gone to Stillman and finished in Mathematics, so when he came to Stillman, he majored in Mathematics. He got his degree in Mathematics. He went onto a Catholic University in D.C. to get his Master's degree in Mathematics. He ended up teaching mathematics, first at Federal City College, which is now University of District of Columbia, UDC. Then he became Dean of Continuing Education. He stayed on at UDC and then eventually became Vice President of Baltimore Community College. I always tease him because he said, "I stayed in Math because I thought that's what you did." I said, "I'm glad no one told you different because otherwise you might've switched also." (Dr. James Anderson)

Toward the end of the interview, I had remembered Dr. Anderson talking about his mother, grandmother, and brothers, but no mention of his father. So I asked Dr. Anderson, "where was dad?" He answered that his dad left home early. He was not old enough to remember when he left home. He recalled that he must have been around two or three-years-old. He eventually came to know his father because he lived with him in New York City, but he was in the Navy. When he came out of the Navy and came back home, in part, like some of the other World War 2 soldiers, he really got into trouble with the local white populations. Because they came back in uniform, he thought people should have treated soldiers with more respect. They had different expectations. His father, at some point realized that he just could not like that. He left with the intention of bringing us, but once you get to a place like New York City, you realize that you are lucky that he did not do it because we would have ended up in one of those small little apartments stuck on one of those crowded blocks. That would have been an entirely different



childhood for me. My father went to New York and it was just my mother, my grandmother, and my three brothers growing up together.

Similarly, during his interview, Tony Clements also elaborated about his family history and experiences of being raised in his home:

I grew up in Raleigh, North Carolina. It was the segregated South when I was growing up there. They had Colored water fountains and White water fountains. The whole thing. Black waiting rooms at the train station. White waiting rooms at the train station. I went to parochial school when I started out. I lived in a town called Belmont before moving to Raleigh. It was outside of Charlotte. My father was a high school coach when we lived in Belmont. We moved to Raleigh, he became a college football coach. Eventually he was a college basketball coach and the athletic director. My mother was a counselor at my high school. I had a very good upbringing. My sister played tennis. She was valedictorian or salutatorian of her class. She was the more intelligent one. My father was from Champaign, my mother was from Decatur. (Tony Clements)

Self-examination was the basis for Mr. Clements regarding his identity and preparation for leadership in life. The things his family instilled in him has carried since his childhood years. Mr. Clements recalled those early years and how sports played a part in developing his leadership skills:

So from the time we were like 5 years old my sister and I knew we were going to the University of Illinois because they wanted us to come here so bad. That's all they would talk about, "You're going to go Illinois." My mother was supposed to work on the academic side, and my father was supposed to work on the athletic side to get us in school at the University of Illinois. My sister came to Illinois 3 years after I did. She played tennis here. From little bitty kids that was our goal to be at the University of Illinois. My mother was a really good softball player. My sister was a North Carolina state champion in tennis. It never occurred to us that we weren't going to be able to do something. My parents taught us that. There's a thing you hear, "If there's a will, there's a way" kind of thing. (Tony Clements)

Dean Shelley also had much to say about the effects of being raised in Detroit, MI and family experiences in the early years of his life:

I grew up in Detroit, Michigan in an area called Black Bottom. In those days most of the black folks lived pretty much in a very confined area. Our growth out of the neighborhood was very shallow because we didn't have access to role models, very few, very rarely. In those days, all the black folks lived together. There was this kind of

strengthening of character there. You didn't have that much freedom because everyone seemed to know your business. We spent a lot of time together because the access to other parts of the city weren't available to us. (Clarence Shelley)

Dean Shelley expresses the value of self-examination and having a deeper understanding of self in the attributes and tendencies that has developed as a result of circumstances and influential people. Dean Shelley recalled the importance of family, community, and school.

My mom, for example, for several years, did day work where she would ride the bus all the way across town and do day work for these people, mostly Jewish folks. That emphasized for me at least that there has to be a way out of here, somehow, even though I didn't know what it was at the time. I would admit that I was not nearly the brightest student. We were all pretty much in the same lot. I was pressed, was one of the luckier students who graduated there. In retrospect it was a very interesting and time consuming way to live because your options were so few. We did not know they were few because we didn't know what was on the opposite side, on the other side of the barrier. We grew up very close in my community. The people were all very close and protective of each other. I was thinking about how much of that has been lost. I'm seeing articles coming out now which are suggesting that the integration of the schools in America may not have been a good idea. (Clarence Shelley)

Who we are individually, and knowing deeply who you are, through careful examination, is at the core of all learning and leadership development. What Dean Shelley didn't learn in the streets and in the classroom, he certainly made up for at home within his large family. He recalled his home-life experience:

I grew up, a family of nine children, mother, father and we had a roomer, or boarder, mostly for financial purposes, of course. It was kind of a typical black organization. I have 2 brothers. One 5 years older than I am. One 3 years older than I am. The one who's 3 years old than I, was hard of hearing, very bright, but hard of hearing. Most of the focuses in the neighborhood were on keeping students in tow, very strong parental effect. Most of the homes were governed by women. I guess, we would call that today an oppressive environment because it was so narrowly prescribed and so you could very easily get in trouble. There were very few fathers or male leaders in the community. Most of the people who came out of the environment for example who went to college, were teachers, social workers and worked driving buses and that sort of thing. I think, nothing like it is today. (Clarence Shelley)

During the interviews with Terry Cole and Michael Jeffries the mention of family came in small inserts. This in no way is assuming that family did not have just as much of an impact

as did James Anderson, Clarence Shelley or Tony Clements; for I believe each participant attributes a lot of their success to the role that family played in their lives. These two participants thought it best to include their family in this way. When I asked Terry Cole about mentors in his life growing up:

Obviously, the first mentor was my father, obviously. Then he died, he passed away when I was 16 years old. So, I was just becoming what I called, a man. So when I lost him, I lost a lot. I was just going into manhood, but, back then I was considered a young man and I was also an athlete. I was probably, no I know I was an athlete more so because of him, than myself. I was very fortunate that after I lost him, I had an Uncle who, I wouldn't say took his place, but who was there to help make it through those tough years. When I had problems in school I went home and told my mother and she would tell my uncle. My uncle would get a hold of me and tell me how I should handle things. (Terry Cole)

When I asked Michael Jeffries about people that influenced his life, he responded:

My momma was very influential in my life. She taught me about life, how to handle success and failure. She also taught me not to brag on myself when I made achievements, but not to get down on myself when I didn't do as good of a job at something. (Michael Jeffries)

#### **Theme Four: Influential Women on Campus**

Although the focus of this work centers on the leadership that these African American males had on developing programs at the University of Illinois, the participants did not fail to mention the value and importance of teamwork and the impact of collaborating with other people on campus. This theme of the key roles that women played while developing their programs emerged as the participants responded to questions centered on building relationships on campus. According to the men in the study, the contribution that women provided was vital to the success of the program and should not go unnoticed. In responding to questions about influence of key people toward the development and success of the program, several of the participants offered responses. Dr. Anderson spoke of a woman named Maria King, who had been on the initial committee for the Bridge & Transition program:

There was a woman on campus, Maria King. She's passed already. That's who got me involved in the Bridge & transition initiative. Because of Maria King. She taught English as a Second Language. That was her field, ESL. She came to me. She says, "I think I have a sense of what are some of the major problems with the student athletes." It had a lot to do with writing and note-taking and all kinds of things, she thought. They just don't do these things with us. A skill set that was missing. She's a teacher in ESL, so she got interested in this behavior. She actually got interested in a couple of the student athletes because they had, I forget what kind of problems that she thought they had but it was very much akin to what she was doing in ESL. I didn't understand it at all. (Dr. James Anderson)

There are greater opportunities now for faculty to create opportunities to teach on topics such as developing a skill-set for students to advance in their learning. The opportunities such as a Bridge and Transition program signified how far administration has come in higher education.

Dr. Anderson recalls developing a course such as this:

She couldn't get anybody on campus to allow her to teach a course to deal with these problems with the students. I go, "That doesn't make any sense." It's almost like nobody wanted to take on the problem because there was such a stigma attached, a negative stigma. Such a stigma attached to the student athletes. I went to the head of EPS, which was Clarence Karier at the time, and said "look, let's take this on, everybody else is embarrassed to do it." Maria and I created EPS 199. We had these students in there. I said, "I want to see the work that you do with them." She just kept all of her notes, all of her papers, all of their writing, everything she did with them. She had them doing all kinds of things, busy all the time, developing these skills about writing, note-taking, comprehension. (Dr. James Anderson)

Equally, Dr. Anderson reminisced when he first saw the feedback from Maria King in regards to the student-athletes skill-set in her class. The study offered to the University a different take on what such opportunities such as a Bridge and Transition program brought to student-athletes and underrepresented student populations. He explained that all kinds of things that Maria was dealing with and researching was of value. Things that were not a part of the student's background, that they were not prepared to do at the college level. Right away, you could see the success that she was developing as an individual working with these students. She spent all of her time working with them. He thought this should not be individualized, should not be an

individual thing. Should not send the rest of the personnel to one individual, all the skills of one individual. When we decided to gather a committee, I really recommended that she be a member of the Bridge Transition committee. It was not called Bridge Transition. It was just a committee to look at this problem. We brought her on the committee with Bob Copeland and the rest of us. That is what initially connected him to it, by actually creating the EPS 199 course in his department where Maria could do her work and Dr. Anderson could actually observe what she was doing.

Dean Shelley mentioned women as being key in the efforts to recruit students for the admission of Project 500 in 1968 and years after. The first time blacks were allowed in the residence halls was 1956, mostly football players. When none of the blacks lived in residence halls, they lived in town with black parents. It was mostly older women who were boarding them. It was a very interesting arrangement. He saw the same thing when he arrived on campus the summer of 1968. The black women did most of the work, most of the planning. He said, "The men would raise a lot of hell. It was an extremely unrepresentative activity. When the deal goes down, somebody has to make a copy of the minutes." At that time, some of the black women were very much active with the Black Panther group on campus. A woman by the name of Margaret Ismaila worked in the admissions office and she helped him navigate through the system to find information. He recalls:

Also, you wouldn't know this unless I told you, but the wives of faculty members that were here was doing a lot of the legwork. Strange thing is that these were white women helping black students. They would just get involved in whatever ways they could. They helped me and the students understand campus and the way things worked here.  
(Clarence Shelley)

Michael Jeffries recalled the importance of working alongside a female colleague in his first years on campus. His relationship with Pat Askew in the beginning years on campus was

valuable. She was at that time the director of admissions. It was Pat and her department that was pushing for more access for black students. Initiatives like the President Award Program her department was pushing to establish. Pat was a quiet leader on campus, but expressive when she was advocating for something important. Pat was very detailed when producing her work, more so than any of the men. So, there were times when the work he would have to turn into the admissions office was not so satisfactory, she would send the proposal back to him. He would just say to himself, "So, I guess I need to spend a little more time with this one here." For over ten years that she worked in the office of admissions, Pat would help us in OMSA get the resources we needed. So, sometimes you need help and as much help as you can get. It is not just me who made OMSA successful, there were many others involved. Michael Jeffries had people on campus who were willing to advocate for us, and some of those were not in our department. Generally it is a team initiative, and for the most part it is not just one person running the show.

Terry Cole also referred to working with a team of people which included women:

I am just very lucky to have administrators from an athletic stand point and academic stand point across the campus that I could meet with and they actually saw what was happening and they wanted to do something to meet the needs of our student athletes. We couldn't bring athletes in without them having a realistic opportunity to graduate. Dr. Carol Khars was really influential in making things happen in the athletics department. She was an Associate Athletic Director with the DIA. She was the pioneer for women's athletics. She really fought for equality and opportunity for woman sports on this campus. Dr. Khars held many offices and different positions within the NCAA and Big Ten conference. So, we met quite a few times on different initiatives we both were interested in seeing come to fruition. She was the chair person on the building committee for the Irwin Academic Center project. (Terry Cole)

### **Theme Five: Leaving a Legacy**

This study underscores the importance of the African American males' perceptions of their individual and collective leadership experiences within higher education. This theme of legacy emerged in reflection responses centered on what they wanted to be remembered for. I

believe that most of the participants never thought about what their legacy would be while engaged in their leadership roles. One of the basic characteristics of true leaders is that they can relate to the impact their legacy will have on their profession and society (Weingardt, 2000).

These participants spent time during the interviews remembering and reflecting on the impact their success had on their profession. As Tony Clements related:

I remember a guy called me like 10 years ago. I said, "Look. The key is you have to be at the table. If you're going to make an impact for change and get anything done, you got to be sitting at the table. You can't do anything that keeps you outside the room." I had a guy who called me 10 years ago, who I hadn't seen in 20 years. He said, "You were right when you said this is how you have to do it because when you're in a University like Illinois only a few people are making the decisions that affect everybody" I do a presentation called "What would Steve Jobs do?" And my number one thing I tell people is solve somebody else's problem. If you want to be successful and leave a lasting legacy, walk in to somebody and say, "Look. I can take care of your problem for you." That will make you be appreciated anywhere on campus. (Tony Clements)

The experiences of these senior level administrators illustrate that individuals must build a variety of competencies, qualifications, and skill-sets in order to ascend in the profession. The most direct path to a senior administrative leadership position in higher education begins with the ability to problem solve. Mr. Clements continues to comment on the value of problem solving:

Chancellors or Presidents, they got their own set of problems. I'm going to help you solve your problem; that was one of the things that I always tried to do. I'm going to solve some problems. I think you also measure your success and legacy by the people who worked for you. I think that's one of the things you really have to look at. I get all these stories about how I did this for this person, but I never even thought about it before then. I didn't think I was doing anything special. I just needed somebody to color that picture in for me. These people end up being successful themselves, and that's what you want for them. You want to end up with people who desire to be successful themselves. (Tony Clements)

Coupled with the benefit of networking, both elements highlighted by Mr. Clements illustrated the importance of having leaders to guide newcomers through the profession. As described by Mr. Clements, mentoring, networking and a strong general knowledge of the direction of the

profession are valuable in a legacy worth leaving. Mr. Clements recalled a story of a former co-worker:

I got a lady who worked for me who sent me a card a couple of weeks ago. She's now a vice chancellor at Southeast Missouri State. Sometimes the people you work with go off and do better than you. I went through a lot of periods where I had good people. Other staff members didn't appreciate how good certain individuals were because they had some kind of little problem with them. I said, "Listen. You got to look at it like this. This is like having a baseball player that can hit 50 homers, bat 350, drive in 120 people, who can't catch or run the bases. Sometimes you just have to put up with certain things. We want the 50 homers." Sometimes you just have to put up with that because we need that skill they provide. We were successful because I wanted everybody working together. (Tony Clements)

For Clarence Shelley, leadership and legacy looks very different gazing back from the times during the admission of Project 500. In an article by Raven Hill (2008), it was recounted how a few of the students who were enrolled through Project 500 returned to campus in 2008 to reunite and revisit old times. One of the returning students said, "The legacy of Project 500 basically showed that the university embraced diversity. It afforded disadvantaged students the opportunity to attend a world-class university and become major contributors to society and the global community." According to Dean Shelley the campus was in such disarray during that period of the university that it is oftentimes startling how things miraculously turned out. Dean Shelley shares some of those thoughts. As Shelley recounted:

I never had any sense of whether I was leading anyone in those days, almost quite the opposite. It was never always clear on who was leading or who was following to me. Leadership in my mind would suggest structure, authority, direction. I can't think of any of the attributes of successful management that could come out of the chaos of what we found ourselves in those years. I wasn't so much a leader as I was a negotiator. A leader has to have a plan and objectives, resources, time. I didn't have any of that. I was responsible with the hand I was dealt. I was responsible, but by default because the black folks who were on campus here took a long time before they wanted to come out as a group to welcome these black students. (Clarence Shelley)

Dean Shelley indeed the negotiator, but the skill of mentoring students and networking with campus personnel were especially helpful as he transitioned into this role as director of this



Project 500 initiative. Often motivated by a desire to help others including students, Dean Shelley had a strong comprehensive knowledge of how institutions function. He recalled working with parents, students and staff to accomplish their goals. Just a few of our students came from parents who had been to college. But those were the parents who came down right away and got their kid out of here once they heard of all the chaos. Some of them never came back. Some left the university but settled down in town here. He often wondered why parents would send their kids here during those times. As much as they devoted to raising them, and as much as they complained, they still sent their kids here immediately. They would tell their kids where they are going. That was when I spent some time learning about management and team building, when I had to go out and find out how to recruit and retain my students at Illinois. He had to first convince my staff. He said,

"None of you should be here in 2 years. Get out of here. You can come in here and I'll teach you everything I know plus give you exposure. But you can't stay. It's not a lifetime gig, it's not a career option. If you're any good, the university system is going to devour you anyway. You're not gonna stay around my department nodding off from burnout 5 or 6 years later, it ain't going to happen." (Clarence Shelley)

There is extensive literature about leadership styles and the implications for organizational change, but very little research that emphasizes African American male leadership within higher education. In this study we see the perspective of the Transactional leadership style of Dean Shelley toward his team. In as much as transactional leadership practices are contingent up on reinforcement that is demonstrated through rewards and punishments. Dean Shelley comments on his leadership style that the strategy kind of worked. He lost a lot of good people but, that is okay. The staff hated that, because they wanted to keep the unit together. They thought he was showing lack of loyalty. He always try to personalize the work and make the success of the whole program dependent upon the separate parts. He would isolate the people who were

ambitious. There were a lot of ambitious people. One of the secrets of success is putting yourself in the middle of the activity. He states, "You gotta be a part of the game to play the game. A lot of people we hired, they didn't thrive within the department because getting hired by Illinois was their dream job." They wanted to use this as their final destination. He encouraged them to use this opportunity as their ticket to be their own director. You still have a prestigious institution like Illinois somewhere on your resume. People in our profession still think it means a whole lot to work for a place like Illinois. We use the name a lot, and you should. We are very much partakers of the university's ego.

Mentoring and networking are helpful tools for individuals who transition throughout campus into different areas such as academic affairs, student services, faculty or external professions. Dean Shelley was willing to take on more responsibility in an effort to support the personal and professional advancement of others. He reflected on how he used the prestige of the university to promote his staff around campus:

The university has an ego, and you know it. My plan was to get all of our students, all of our staff, to be assigned in a different college on campus. SEOP (Special Educational Opportunities Program) does not give degrees, and we needed our staff hired within the colleges that gave degrees. SEOP needed ambassadors around campus. When I realized that the attention to SEOP had worn off, I tried to move the program into the provost's office, where the money is and where the power is. I'm not sure they were so reluctant to integrate, consolidate the entire institution. We have a lot of activities which they think is most important like retention, graduation. I've never believed that. I believe our job is to get those kids as thick and as close as we can to the college. That's where the power is. (Clarence Shelley)

Dean Shelley suggests that times are different from when he started in the 1960's and now.

Through intentional decision, individuals make the decision to attend a certain university or even to enter into a certain profession. Dean Shelley implies that intentional decisions are what attracts today's student and professional to the institution or field. However in the years of Dr. Shelley's professional beginnings it was the unintentional decisions and preparations that were a

result of the institution or field selecting you. The unintentional decision means individuals enter the field or institution as a last resort without first having made a commitment to the field at all. Dean Shelley imposes an understanding of the then and now. The thing that motivated his staff and him 40 years ago does not exist anymore. Sometimes when he is thinking out of his head, he often thinks of what would happen if we had done things a bit different. The Black Student Association's motto was, "we demand everything. We expect nothing." They made a mantra out of it. These kids now, he has learned, sit down and they say, "We expect everything, guarantee nothing. We belong here." They really believe that. He is sure they do. That was always the hardest thing to teach the staff, what your relationship was to the students. He was shocked to learn how many people would actively believe and act on the fact that they do not think black students do not belong here. We went from Black lives do not matter, to Black lives matter. He used to often wonder how we could have done things different, but then I see more African American students getting Ph.D.'s than he has ever seen before and he thinks he had something to do with that.

Each day, we have the opportunity and ability to influence what happens with individuals and institutions. The ability we have, however, is to choose how we influence and what our message will be. Michael Jeffries was instrumental in continuing the attainment of minority students after the success of Project 500, as the director of the Office of Minority Student Affairs and the Associate Dean of Students. The graduation rate among university minority students has increased from an average of 30 percent to an average of more than 65 percent during Michael Jeffries' 35 years of leadership. The vision of providing services for the enrichment and development of underrepresented students in order to increase retention and graduation rates is still being accomplished today. When Michael Jeffries retired in September of 2009 he did not

stop advocating access for minority students. Mr. Jeffries commented about the work that still needs to be done with regard to awareness and access on college campuses.

I'm retired, not tired. There's work that still needs to be done on our campuses across this country. I still want to be engaged with some of the programs I initiated and assist with recruitment. I currently provide advocacy for the 200 McNair Programs and coordinate leadership activities to help maintain the Congressional intent of the programs. I provide the leadership training and teach students the skills needed to deal with situations on campus. Oftentimes students don't know how to connect or even afraid to address administration. I show them how to do that in an effective way. So, I have accepted a limited appointment to serve as the special assistant to the president of the Council for Opportunity in Education. This position allows me to stay involved with OMSA and the contacts I have made throughout the years in order to bring minority faculty and administrators to campus. (Michael Jeffries)

In the simplest of ways, leaders have the ability to affect numerous people by how they dress, conduct business, their use of language, displaying a confident posture, and how attitudes are expressed. Terry Cole chose to be influential. He influenced families, students, administrators, faculty, coaches and communities that stretched from East St. Louis to Champaign. The sum of the choices he made regarding all the opportunities to influence is the legacy of his leadership. When Terry Cole retired in August of 2011 he left more opportunities for student-athletes at the University of Illinois to achieve their academic goals than when he joined the staff in 1979. In an article from the Fightingillini.com website, former athletic director Ron Guenther remarked: "Terry Cole has been an outstanding colleague and close friend. Terry was one of the most respected and well-liked individuals at the DIA and on campus. He is a man of high integrity and his role as our Senior Associate was invaluable to me as we addressed many complex issues. Terry did an exceptional job of building our student services unit and was our main liaison with the academic community. Terry will always be remembered as our student-athletes' strongest advocate. His loyalty and support will always be appreciated." Terry Cole reflected on what those times of leadership meant to him.

Looking at my overall experiences as I look back, I would have to look at myself as a visionary. But I feel, I didn't become a visionary until I got my feet really planted within the DIA organization. I realized the goals of the organization. Throughout my tenure here, within the athletic department I worked for 5 different Athletic Directors and each one of them had different approaches, different visions of what they wanted the athletic department to look like. When I joined the athletic department it was then called the Athletic Association, it wasn't until the early 90's that it was transformed into the Division of intercollegiate Athletics (DIA). (Terry Cole)

It is necessary for senior administrators to understand structure and how the functions of the institution. Understanding the multifaceted administrative structure departments operate under is important. Within these structures administrators provide oversight for various programs, services, activities, and students education and social needs. Mr. Cole addresses the need for having vision in the midst of serving the mission of the university:

So when you are developing skills within a changing organization, your leadership skill has to change or be flexible to fit within what the athletic director is trying to accomplish. So you might be a visionary but you might have to hold back your vision for the success of the department. Your vision has to fit within the visions of the company until you are at a level in which vision can become possible within the organization. You can't get to that vision without assistance some kind of way. Not in my experiences you can't. Your vision has to be shared by someone else, someone has to support your vision. As a Director of Academic Counseling I had a vision as what I wanted my program to look like. When I became an Assistant Athletic Director I had a vision of what I wanted the organization to look like. When I became an Associate Athletic Director and I had more responsibilities, more sports and more administrative responsibilities but my vision always had to fit in that of the Athletic Director. (Terry Cole)

Student services brings an awareness to student's growth and development. Student services has evolved significantly as part of the administrative structure of many colleges and universities. Services, programs, resources and activities vary from institution to institution. Many of the variances are directly tied to the financial support. Mr. Cole speaks to what committed him to remain at Illinois:

I decided to stay here at Illinois, because we were like a well-oiled machine. I could still get the job done as Senior Associate Athletic Director. When I think about that DIA machine, that well-oiled machine, that machine had a vision or I would call it an end result. I would ask myself, "how are we going to keep that machine running smoothly so

that our vision can be reached and accomplished.” It was our goal to keep that machine running smoothly as long as we could. My part of the machine was academic support. I was really in connection with the athletes when I started as a counselor, we became very close. When they weren’t successful academically, to me it meant I was not successful. I would always think we didn’t do something to assist that kid into what he or she needed to be successful on this campus. I kept searching for better resources, I kept working at it. I had to get athletes to trust the process and to know that I was in it for their best interest. Some of them took it to heart and some of them didn’t. (Terry Cole)

Given the growth of higher education institutions, their size and complexity, student services also have grown larger. This generates increased specialization and complexity of the profession, especially when you in a position of having to please both faculty and coaches for the betterment of their student-athlete. Mr. Cole recalled those tough situations:

In the beginning, when things first started and the graduation rates were so low, I had a certain way of dealing with the coaches and athletes and I wasn’t really flexible. There was only one way, and that was my way and I believe they appreciated that. Not too long ago I was in Springfield being honored by the Governor. The Chancellor of Illinois at the time was also at the event and he leaned over to me and said, “Terry people on this campus will never fully understand what you did and what you mean to this campus.” Hopefully I left some type of imprint on the lives of the individuals I’ve been able to touch. So whatever my legacy is within the context of those individuals, is what my leadership has turned out to be. Whether that’s what you call success, then I guess, I’m successful. I think I am blessed in being able to touch the number of lives that I have been able to touch. (Terry Cole)

Mr. Cole indicated that senior administrators need a matrix of skills in order to be successful in providing leadership to the various functional areas in student services. Mr. Cole proposed that he needed to be both visionary and transformative to keep abreast of the professional trends, communication, management, supervisory and advocacy needed to do the job well. Motivating students to have the faith to see something that does not yet exist, can be a mountainous task. Mr. Cole begins to thank those who provided the space for his success:

I will always be grateful to the University of Illinois for allowing me the opportunity. I will always be grateful to the young men and women that I’ve been able to come in contact with, because they have taught me so much. They often tell me what they learned from me, but if they only knew how much more I learned from them. It’s a shared experience, believe me. You know, it’s not always good, but it’s a shared experience. So,

I don't evaluate my legacy, I can't. I think that's for others. I think I have been able to accomplish a lot from whence I came but I didn't do it by myself. I told a friend of mine at a Christmas gathering, how lucky and blessed I was to be able to come down this path and to meet the people that I have been able to meet on my journey. Most of them have come from the University of Illinois. I've been truly blessed about that. I'm not nowhere traveling and I always come across someone I've met on the Illinois experience, and I'm very grateful. So, I can't measure my legacy. Whatever legacy I have I think it will live on through the lives that I've touched, the lives that they touch, and the lives that they touch. Pretty simple legacy, don't you think? (Terry Cole)

Each of us will find our own unique and individual way to leave our mark. We all have the opportunity to leave a legacy that will positively influence generations to come. All that is needed is the ability to lead by example and to show others what can be accomplished educationally and professionally by raising one's own skill level and competence. Dr. James Anderson has created the evidence for this and has demonstrated through years of dedication that outcomes are determined by the quality of daily practice. It is said that timing is everything and that the qualities of certain leaders fit a situation at a specific time. Dr. Anderson reflected on the difference timing had on the implementation of the Bridge & Transition program.

It did make a difference. The football graduation rate went from 22%, in a matter of years, up to 90%. I remember the team, when Moe Gardner, Henry Jones all of them were in the program, they had 100% graduation rate. They had a lot of the kids to go to the NFL off that team, Green and Jones and Gardner and Agee, all of them went to the NFL to play football. They all went with their degrees also. They all graduated because they had been in the transition program for 2 years. The next 3 years, they transitioned on into their major. They finished their degree and accomplished what they came here to do. The program just turned everything around for the campus. It also made it possible for students who did fairly well in high school. (Dr. James Anderson)

According to the literature, some of the leadership qualities African Americans should focus on as senior leaders include communication, budgeting, decision-making, management and strategic planning (Brown, 2007). Dr. Anderson suggests that senior administrators and students of color develop a strong identity sense of who they are as individuals. Learning how to negotiate their ethnic identity without compromising their individuality. Dr. Anderson commented:

The assumption is you don't belong, you weren't prepared. We were trying to change that to say, "look, if you give them a different system, different support structures and different skill development, they could turn out to be as good as any other student." I knew we were actually much like my own teachers and coaches who I grew up under and others who said they were simply trying to put in place a support system, teaching, learning system, and other things to pull out the talent that they knew you had in you. They weren't defeated by where you came from, your income or the education of your parents or things like that. The big challenge was to try to get other people to see the students that we're working with do have talent. They do have the capacity to do well. They're failing because we don't have the support structure that enables them to succeed. (Dr. James Anderson)

Dr. Anderson suggests that to know and understand the institution's identity should not cause a certain set of students to not have the opportunity to be academic successful, or even to surrender their own authentic ethnic identity in the process. We were not meeting the student athletes in the football program where they were and getting them to some higher level of success. After two years of our initial proposal to the campus lying dormant somewhere in the provost office, Dr. Anderson presented it to the new head football coach, John Mackovic, and he took it directly to the Chancellor. He simply told Mackovic that he had a solution to his graduation problem, and the vision was seen immediately. He took it to the Chancellor and the proposal was passed—it happened. An immediate result was seen as the graduation progressed from 22% to over 80%. It had reached as high as 94%. Dr. Anderson reminisces:

I remember we were playing Penn State at Illinois. I was actually at a conference, some historical association, where I was supposed to be, in my field. There was a break in the conference I was attending and we were watching the game. At the halftime, the announcer said, "Illinois' is not only competitive at football, they're very competitive academically. This team has a 94% graduation rate." It was at 94% then. They announced it at halftime to the whole nation, it was on ABC. The other faculty attending the conference at that time was like, "Whoa, how did you guys do that?" I was like, "we have something called Bridge Transition." (Dr. James Anderson)

Through his experience, Dr. Anderson seems to have developed a sense of balance by navigating the process of cultural identity and the institution he serves. He also seems to denote that the institution has its own cultural identity that defines customs and traditions. Through years of



experience Dr. Anderson understands and acknowledges the institutions cultural customs and traditions in order to succeed as a senior administrator. Dr. Anderson comments on the success of the Bridge and Transition program:

Nobody had it at that time, but us. Nobody in the nation had it. We were the only institution that had a Bridge Transition program set up in that way. We actually did something very different than the other institutions. Our students had majors just like the other students on campus. There was not a football major or basketball major. They weren't congregated in any particular field or college. These guys were graduating from colleges all over the campus. The graduation rate had gone up at that point to 94% but some classes had 100%. It would fluctuate up and down when I kept track of it from year to year. I don't know what it is now. It's still higher than 22%. Compared to other institutions, Illinois still doesn't lose any scholarships because of a low graduation rate. I know basketball is still at 100% and football is probably not quite as good, but it would quadruple the 22% that it was around 1988 or so when we started Bridge Transition. (Dr. James Anderson)

I asked Dr. Anderson if there were some telling signs that the end of the Bridge & Transition program was approaching, and if he thought he accomplished what he and the committee first set out to do? He responded:

What I've learned and what I think, is that it's a lesson we all have to learn. Everybody at some point, just because you learned to do something and to do it very well, doesn't mean that it will last or that everybody will understand it. It came a point where people didn't understand. They took the success of Bridge and Transition for granted. They didn't even know that Bridge Transition was accounting for the high graduation rates. Other issues came up. You even had trustees and other campus leaders getting upset because salutatorians and valedictorians out of Chicago public high schools were required to go into the Bridge Transition program. They thought that was an insult to them. It's not an insult. The only reason that someone would recommend them for the program is that they have spotted some weaknesses or something in their background, lacking the preparation we think is needed. (Dr. James Anderson)

Although it was a challenge at first, Dr. Anderson seems to have developed the right solution that helped the university understand different perspectives, without minimizing his own ethnic identity for the sake of others in a majority environment. Dr. Anderson speaks to the reward of staying the course:

If you don't address the problem, it's going to be a long-term. Years go by and you got other things that evolve because people had lost track of why the program was created in the first place. You just hope that over time we don't go back toward that 22% graduation rate in its absence. We do have some things in place like the Irwin Academic Center that wasn't there when the program started, and it's a resource for the athletes here now. We do have more people in the DIA that are devoted to academic advising and counseling and the success of the athletes. I mean Bridge Transition's demise was a consequence of its own success. That is, you no longer had the problem on campus. You no longer have a 22% graduation rate. You no longer have to carry that embarrassment on your back. (Dr. James Anderson)

With that said, Dr. Anderson found out how challenging it can become as the appointed “spokesperson” for the Bridge and Transition program at the institution. It can be a steep uphill climb being one of a few senior administrators of color looking out for the few students of color on campus. Dr. Anderson saw the demise of it. He saw all of the contending forces, the cost to run the programs and the state budget cutting funds. He thought it represented something that is larger than Bridge Transition. Dr. Anderson stated:

At some point, you got to really identify your values, what your priorities are. If you really think that having high graduation rates for all students and especially for your student athletes and the revenue sports, if that is something that's really important to you, then you got to pay the cost to get it and keep it. So, when the state started cutting funding, The university asked what are we going to cut? You cut the things of least resistance, the things that can't fight back. (Dr. James Anderson)

The very powerful units with a lot of money may not be cut because it is more difficult to take them on—they will fight back. Dr. Anderson hopes that there is enough of a culture change and enough people who are accountable that they keep their eye on this. So much so, that if there's any slight tick down, it would be addressed immediately. It is no question that we got where we are because of the programs that we put in place. The legacy of those programs, have started what is now called the Access and Achievement Program in the college of Liberal Arts and Sciences. It is possible to have high graduation rates without Bridge Transition.

The challenge of being the senior administrator of color speaking on the behalf of a program such as Bridge and Transition is that there is the perception that one voice speaks for all. Dr. Anderson allows the records to speak for the success of the Bridge and Transition program. He commented on its history book:

In our own case we know our history, where we were and how we got to where we are now. In the absence of Bridge Transition, people need to be very, very mindful as to anything that would show movement in the opposite direction. So, I don't know what's going to happen in the absence of the Bridge Transition Program, but it worked. It worked for years, just talk to the hundreds of students who had to go through it. Graduation rates remained high. It also established an Illinois tradition because high graduation rates for student-athletes was not an Illinois tradition before. People boast about the fact that our basketball graduation rate is 100%, but it wasn't at that time. The legacy was to simply establish that culture where student-athletes coming to Illinois expected to graduate and to get their degrees. (Dr. James Anderson)

## **CHAPTER 5**

### **SUMMARY, CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS**

#### **Introduction**

This chapter provides a summary of the research study, a synopsis of Chapters 1 through 4, overall value of the findings, organization of the findings, a presentation of the conclusion, implications for further study, and recommendations for further research that will provide more oral historical accounts of people of color in leadership positions who have developed programs in higher education.

#### **Summary**

The purpose of this study is to give narratives of black leaders in higher education who gained admission to their college, maximized their college experiences, overcame challenges personally and institutionally, and garnered portfolios of experiences that rendered them competitive for highly selective professional positions at the University of Illinois at Urbana-Champaign. Within this study are narratives of African American males who have been placed in significant leadership roles, and the identification of what has been their impact on the institutions that they served.

This study used open-ended interviews derived from five participants. The participants in this study were African American males who have been employed with the University of Illinois for at least twenty years, developed programs that supported students, and have held supervisory positions on campus. The interview questions capture what the men experienced, what brought these individuals to the University of Illinois at Urbana-Champaign, factors that led them to become leaders, and their leadership philosophies.

When analyzing the professional experiences taken from the interview transcript records, I first analyzed and reviewed all written interview transcripts, plus my notes and narratives, to identify analytical threads of commonality. Second, I analyzed the coded threads and developed the narratives that tell of the programs of participants. Third, I identified cultural and leadership domains of the professional experiences of each participant.

In juxtaposition with the overarching research question, *Leadership styles and program development among African American males at the University of Illinois at Urbana-Champaign*, the four research questions are also the basis for this study:

1. What makes for effective leadership, specifically as an African American male at the University of Illinois at Urbana-Champaign, during your time period?
2. What was the impact of the African American male participants on the University of Illinois at Urbana-Champaign campus as a result of their leadership?
3. What are the factors that brought these African American male leaders to the University of Illinois at Urbana-Champaign?
4. What were the factors that led these African American males to become leaders?

Chapter 1 presented a framework for studying the importance of African American males serving as senior leaders in higher education. The historical information presented examines the nature of African American male leadership in academia and the perceived issues that surrounded their leadership abilities. This approach broadens the traditional view of leadership by exploring the core concepts of these African American males at the University of Illinois at Urbana-Champaign, while simultaneously providing viable tools that future leaders can utilize. The paucity of literature pertaining to African American leadership in higher education at Predominantly White Institutions (PWI) like the University of Illinois at Urbana-Champaign, as

cited, supports the significance of the study. Other components in this section included statement of the problem, purpose of the study, context of background information, theoretical base, research questions, method, the overarching research questions, definition of key terms, limitations of the study, and finally, significance of the study.

Chapter 2 presented relevant literature that addresses the relationship between culture, history and diversity, as viewed through a critical lens as it relates to program development in institutions. All three play a role in the framing of institutional landscapes in a manner that continuously promotes the beliefs, ideologies, language, traditions, rituals and day-to-day practices of individuals and groups that embody the values of a particular organization.

Chapter 3 presented a description for the research methodology. The method of research is to conduct a narrative analysis of African American male leaders at the University of Illinois at Urbana-Champaign. The theoretical framework for this study drew upon critical social cultural research. I use cultural historical theory (CHT) to explore themes in leadership styles relating to the African American male participants at the University of Illinois at Urbana-Champaign. Applying the narrative element of CHT, the use of open-ended interviews allowed the participants to verbalize their own lived experiences.

Chapter 4 presented the research findings for this study. This chapter introduces the participants and their programs: Dr. James Anderson with the Bridge and Transition program, Dean Clarence Shelley and Project 500, Michael Jeffries and the Office of Minority Student Affairs, Tony Clements and Campus Recreation, and Terry Cole and the Irwin Academic Center. This chapter presented the ways in which the participants developed and supervised their programs and included the analysis of the five major themes that revealed commonality among

participants. The observation data provided a summation of the participants' lived experiences and social realities as senior administrators at the University of Illinois at Urbana-Champaign.

### **Organization of the Findings**

The organization of the findings and coded themes follows the construction of the research questions.

1. Theme one: Leadership preparation experiences. This theme centered on the leadership experiences the participants had before accepting the position as director or supervisor of the program mentioned in the findings section. *(Research Question 4)*
2. Theme two: Collaboration with each other. This theme centered on the ways in which the participants included the names of the other participants, either in acknowledgement of the other's program or engaging in collaboration with the other, during the interview responses. *(Research Question 1)*
3. Theme three: The role of family. This theme centered on the ways family shaped the participant's leadership style, creativity, and decision to attend the University of Illinois. *(Research Question 3)*
4. Theme four: Women of influence. This theme centered on the influential roles that women played in contributing to the successes of the programs alongside the participant's leadership. *(Research Question 4)*
5. Theme five: Leaving a legacy. This theme centered on the ways in which the success of each participant's program impacted their institution and profession, and society as a whole. *(Research Question 2)*

## **Overall Value of the Findings**

The presentation of the findings data presented in Chapter 4 primarily fulfilled the research questions in conjunction with the coded themes. The major theme commonalities in this study revealed that the journey of the African American male in leadership positions within higher education begins at home, with family. For these participants, family is the center of everyday life, and characteristics of leadership were seen in their families. Life's experiences will cause certain individuals to emerge as leaders. Having heard the lived experiences of these participants, their leadership values were developing during each stage of their lives—for it is during difficult times that good leaders emerge. The use of collaboration is essential to the success of any program. Collaboration is no longer merely a strategy; it is key to long-term success and competitiveness for any program. Through partnership, men have recognized and capitalized on the leadership strengths of dynamic women as colleagues to achieve success. Women had a major influence on all of the participants' entry into their positions of leadership. Women who are leaders share many of the same characteristics and passions as male leaders. Successful programs and institutions typically have both men and women who lead. Building a legacy worth leaving behind begins today and makes one decision at a time. The participants in this study serve as the foundation for leadership training and program development for universities all over the United States. Their professional journey includes mentoring, research, networking, leadership opportunities, and the presentations of best practices for future leaders in higher education. Lastly, no matter how tough their beginnings, all of the participants in this study acknowledged having a positive experience working at the University of Illinois at Urbana-Champaign.



However, these observations were most valuable to me as the researcher because it put life in total perspective for me as it relates to continuing to become the leader I desire to be. Each participant offered some golden nuggets of wisdom that I would think about while awake in the middle of the night: at such times I would remember those nuggets of wisdom. Tears would begin running down my cheeks as their wisdom reached the core of my emotions. My initial goal for this study was to offer the academy lived experiences of steadfast African American male leaders who developed successful programs at the University of Illinois. This body of work would speak to the encouragement of future leaders who strive to succeed in similar institutions. With that goal in mind, I also have been the beneficiary. I would like to share a few of those golden nuggets with you now:

Terry Cole spoke of his key to professional development for the African American male seeking senior leadership in higher education:

One of the things that has come up as an African American male in my profession is that if you're good at something in an organization like I was, like I tried to be in the department, if you are a good minority male in a particular important position, sometimes becomes hard for that particular minority to move up and seek promotions, because they are so good at what they do. Organizations may also try to increase or supposedly increase their minority numbers but they can't find someone like you, so the organization pigeon holds you to where you are. So your potential for growth becomes limited unless you realize you can't stay in this position a long time, if you want growth. You can't stay in the same place if you want growth, you got to move on. (Terry Cole)

Michael Jeffries spoke of the general developmental skills needed to be a leader or senior administrator in the higher education profession:

Everybody can't be to the likeness of a Martin Luther King or Malcolm X or some of the others. Every position is essential to helping individuals and groups to overcome barriers and obstacles to achieving their goals. That's where leadership begins, helping others become successful. I've been mentoring all my life. A leader's best asset, I think, is their ability to build one-to-one relationships with people within and without your department. I enjoyed doing that a lot. People lead in different ways, and many times they don't even recognize their doing it. Another asset that a leader must possess is the ability to make changes when times change. The leadership skills needed on campus in the 70's and 80's

are different than the ones that are needed now. Especially when dealing with access, retention and graduation. You have to recognize the issues and circumstances you are in, and sometimes it's not just one thing, its multiple challenges that play a part. That's when a leader must assess the different parts and be able to effectively deal with the circumstances. It takes a while to do, you're not gonna learn it overnight. It just takes time. (Michael Jeffries)

Tony Clements is not just the former director of campus recreation at the University of Illinois at Urbana-Champaign, but he is also a retired professional comedian. Mr. Clements really enjoys telling stories that will have you laughing right out of your seat. When I asked him about basic skills needed for leadership he replied:

Confidence! To be a good leader, you must have confidence in yourself. Now let me tell you a story back when I was a little kid. Man, my sister's favorite story was when I was about 8 or 9 years old. Now this is not good leadership skills, this is when over confidence can kill you... The day I stood up on the roof of my house and put a blanket around my neck because I thought I could fly. I said to my sister before I jumped off the roof, "Debbie, you want anything from downtown? Because I'm going to be flying by there." I like to broke both my ankles Joe. No man, it was that bad (*chuckling*). I just didn't get a sheet, I had a blanket around my neck man and had the nerve to ask my sister if she wanted anything from downtown (*chuckling*). I was confident, wasn't I? It never occurred to me that I wasn't going to be able to do something. You must first have confidence in yourself before someone will have confidence in you. (Tony Clements)

Dean Clarence Shelley shared briefly what it's like to be an African American male senior administrator in higher education:

The first and most important thing, I think I learned as an administrator is that the titles and leadership chart structures don't mean a damn thing if you can't produce or truly help anybody. People look at what you do and not your title. I've known people without great titles do some great things, and I've known people with great titles do nothing. So what about a title, what can you do for us? I wanted to help people, and I found a way to get it done. (Clarence Shelley)

Each of the participants made a very valuable impact on my life with the nuggets of wisdom they presented. However, Dr. James Anderson's story of his worst day and how he got through that time of his life still moves me to tears and has provided me my most significant encouragement for how to move through the most difficult times in life. He stated:

I know my worst day because it was a summer. I was over here on Stoughton (Street, in Urbana)—East Stoughton—and living with a couple of friends here at Illinois. Arthur who was a good friend of mine, he came and he said, "You need to come and go with me. Your father is on the phone." We were at a party. I was like, "Can I call him back?" He said, "No. You need to talk to him now." I said, "What's it about?" He says, "He'll tell you. I can't tell you." I get there and he tells me my brother had been killed in an automobile accident. It's just such disbelief. He's my youngest brother. You just didn't anticipate anything like that and particularly while you're young. You're in graduate school. I was about 23 years old then. (Dr. James Anderson)

Dr. Anderson remembers having a professor then at that time who knew about the incident. He called him in and said, "You may not think this is a wise thing to do, but," he continued, "I've had days...I've been through things like this." He said, "You need to throw yourself into your work now. You need something to preoccupy you." He added, "If you sit around and think about it, it will get the best of you." He went on, "Throw yourself into your work like you've never done before. Preoccupy yourself with something else." And finally, "Those thoughts will come later, but you've got to have something else to preoccupy yourself with. You can't dwell on that." It turned out he was right. He was basically saying, throw yourself into something—preoccupy yourself. When you're done with the funeral, you are going to get back on campus and you are going to think about the events that happened. It's going to be difficult to deal with, but you cannot deal with it all day long.

Thank you Dr. Anderson.

### **Implications**

The observations in this study offer a multitude of strategies that speak to the attainment of senior leadership positions in higher education. Most noticeably, the academic credential of each individual is, at minimum, a master's degree. The essential general skill sets of these individuals includes creativity, communication, and caring about others; development of leadership training by way of past experiences; significant collaboration with other colleagues on

campus; and appreciating the value of relationships with women in the profession. Finally, we reviewed the positive lived experiences of these senior administrators who served and whose legacy continues to serve the University of Illinois at Urbana-Champaign. Moreover, the passion that goes into academic administrative work, as inferred by the participants in this study, suggests that institutions benefit greatly from the unending commitment shown by African American male senior administrators in higher education; they all unselfishly serve students and other internal and external constituents on behalf of the academy. The observations in this study reaffirm and solidify the status of African American male senior administrators in higher education as “Change Agents” who are few in number, but major “men of action” inside and outside the academy. This research should appeal to aspiring African American males who seek senior leadership positions in higher education at an institution like the University of Illinois at Urbana-Champaign.

## **Conclusion**

Some of the processes by which these programs came about fits into categories previously described in this work: Transformational, Transactional, Servant, and Visionary. They are all of the above. What is important is that there is not an absolute style of leadership. It does not matter how much you want to be a transformational or transactional leader; it is not an absolute outcome. Actions are not going to always happen to fit those specific characteristics of leadership. There are windows of time when they can occur, and if you are coming from a marginalized population, the question is: do these same styles fit this group of individuals? There is baggage that comes with race and gender. The way these leaders of marginalized groups have dealt with leadership or approach a topic, they may have had to have taken a completely different approach than what the literature has historically outlined. Leaders may have to approach

challenges in a different way—not to deceive people but to give them a sense of understanding to the point where the leader can finally accomplish the objectives he or she set out to do. The only way to accomplish one's goals is to develop continuity among people within and outside of your team, and, being able to develop and accomplish the program's goals despite challenges that arise.

A person would be more willing to take direction from a person who looks like them and who comes from a similar background in order to act a certain way. It is difficult for us to discover where or when gender or race plays a role in effective leadership. Those are absurd and archaic notions that have trickled down into our present day society, but nonetheless these factors influence what an impact upon others that individual can have. The impact that Dr. James Anderson, Dean Clarence Shelley, Michael Jeffries, Tony Clements and Terry Cole had at the University of Illinois at Urbana-Champaign was extraordinarily effective in this unique setting. However, each of these men may not have had as much of an impact at a different institution or geographical region under another set of circumstances. Taken all this into account, it is difficult to either qualify or quantify these results.

How these individuals developed a program that enhanced the student experience under the challenges they faced was heroic in and of itself. These individuals constituted a small number of African American males who held senior leadership positions at the University of Illinois during this time. For most of these individuals, they did not necessarily have a staff to achieve their goals or even organizational units that supported them while carrying out their tasks. In all cases, they were the only minority person in that unit in the role of senior leader.

It is not important to compare whether a Dr. Anderson could have been as effective as the Director of OMSA, or if a Terry Cole could have been as effective as the Director of Campus

Recreation. What we do know is that in their space and in that moment this is what these individuals were able to accomplish.

We come to realize through the lives of these five men that humankind is but many threads woven together to produce this web of life. Whatever we do to our thread has an impact on the entire web. Therefore, all things are bound together, and all things connect. A person such as Dr. Anderson is an example of how his thread pulls it all together, for his leadership tenure, woven into the experiences of the other four participants, has indeed created a web. The role he plays in the historical development of these programs is crucial. If there was ever a teachable moment that clearly demonstrates this relationship between a thread and the web, it was Dr. Anderson with the Bridge and Transition program, who in turn would learn from Dean Shelley during Project 500, then share that knowledge with Michael Jeffries in partnership with OMSA, to go on to build with Terry Cole to construct the Irwin Academic Center. Dr. Anderson is the culmination of a web of leadership that has been transformative on the University of Illinois campus. In addition, there is Dr. Anderson's relationship with Tony Clements, and how they were graduate students at Illinois during the same time period and both became advocates for student access, involvement and graduation. In the context of their professional leadership experiences there were no written documents stating that these five African American males would work together during the development of each of their programs, but it was clear that they knew the other was an ally, and they knew the other had their back if necessary.

Thus the part that is missing within historical documentation is the behind the scene alliances and communication that is often not asked about or just not told. The notion that these leaders are not being advocates for the same fight of change in silo, as much as their doing it in

silo but with a larger purpose of changing the status quo. Knowing that they have each other's experiences and leadership to rely on if necessary.

As the late-great George Washington Carver said, "No individual has any right to come in this world and go out of it without leaving behind him distinct and legitimate reasons for having passed through it."

What will your legacy be?

### **Recommendations for Further Research**

Future research will expand beyond the interviews conducted in this study to gain a more extensive understanding of the career paths and leadership experiences of African American male senior administrators in leadership positions within higher education. As such, I recommend that future research should build on this study by targeting larger samples that includes African American males and females. The research would seek to examine the experiences of professionals who hope to one day accept roles of leadership in positions within higher education. Further, such research should strive to discern more information about the type of membership that helps make it possible for individuals to obtain these positions, while reviewing the curriculums of undergraduate and graduate programs in higher education to identify how institutions can better prepare prospective leaders of color for these positions.

Based on the limitations of this study, a further study involving a larger sample of African American male and female senior administrators in higher education at Predominantly White Institutions (PWI) should be compared to those at Historically Black Colleges and Universities (HBCU) for similarities or differences regarding their career paths and leadership experiences. A further study is needed to also identify similarities and differences between race and gender leadership experiences in higher education at a PWI verses an HBCU. The data

should provide a solid basis for demographic information, family influences, academic education, collaboration initiatives, and leadership development experiences of all male and female senior administrators of color in higher education.

An analysis of such research should recognize the curriculums of all degree granting programs that place an emphasis on developing students for positions in administration, to determine if such programs directly and specifically help to prepare African American males and females for careers in senior leadership positions in higher education. This would require a process for developing a comprehensive list of all degree granting program curriculums, accessible to educators and male and female senior administrators of color. This would be done to determine if courses are relevant and current with the trends of administrative practices in higher education. This could help inform African American males and females who are aspiring to careers in administrative departments and programs that currently meet the best practices of administrators in higher education. Best practices should include a mentoring component, identifying specific skill sets that enhance leadership development (i.e. budgeting, supervision, written and communication skills, thinking outside the box, creativity, training staff, how to obtain promotions, etc.), professional development opportunities (i.e., conferences, formal coursework, informal computer-based learning programs, etc.), internships, and a research agenda that contributes to the profession of higher education administration. This would encourage African American male and female students to determine what degree granting programs offer the best track that leads to becoming a senior administrator in higher education.

In summary, I hope that this study will encourage and inspire African American males and females who seek senior leadership positions no matter where it may be. The plethora of information provided by the participants in this study goes well beyond simply receiving



recognition by an institution. The combination of the importance of family, collective leadership experiences, seeking opportunities to collaborate with colleagues, the value of having women at the table, and living a life worth leaving a legacy for all contribute to the attainment of an effective African American male leader in higher education. As I conducted this study, I was captivated by the participants' stories and experiences that brought about their ascension to their attainment as senior administrators in their profession. The participants provided rich and valuable information and insights about their personal backgrounds and professional experiences as senior leaders at one of the most prestigious universities in the United States. I hope this study will help shed light on African American males' experiences and social realities as senior administrators at the University of Illinois at Urbana-Champaign.

## REFERENCES

- Aguirre, A., & Martinez, R. (2002). Leadership practices and diversity in higher education: Transitional and transformational frameworks. *Journal of Leadership Studies*, 8(3), 53–62.
- Allen, L.R. (1996, March). A primer: benefits based management of recreation services. *Parks and Recreation*. 64–76.
- Amos, William E. & Grambs, Jean Dresden. (1968). *Counseling the disadvantaged youth*. Englewood Cliffs, N.J.: Prentice-Hall
- Bass, B.M. (1999). Two decades of research and development in transformational leadership, *European Journal of Work and Organizational Psychology*, 8(1), 9–32.
- Bass, B.M. and Avolio, B.J. (1990), Research in Organizational Change and Development. *The implications of transactional and transformational leadership for individual, team, and organizational development: Vol. 4*. (pp. 231–72). Greenwich, CT: JAI Press
- Brown, G. (2002, September 2). Reform? It's academic. Retrieved from <http://www.ncaa.org>
- Brown, L. I. (2004). Diversity: The challenge for higher education. *Race and Ethnicity*, 7, 21–34.
- Brown, W. A. (2007, July 12). Increasing power, not just numbers—senior-level African American administrators. DiverseEducation.com. Retrieved from <http://diverseeducation.com/article/8344/1.php>
- Burgess, R.G. (1985) *Issues in Educational Research: Qualitative Methods*. Lewes. London: UK: Falmer Press.
- Caplow T., McGee R. (1965). *The academic marketplace*. Garden City, NY: Anchor Books.
- Campus Recreation "Specs and Facts." ARC » Campus Recreation » U of I. N.p., (2016, Oct 5). Web.. Retrieved from <http://www.campusrec.illinois.edu/facilities/arc/facts.html>
- Clark, B. R. (1972). The Organizational Saga in Higher Education. *Administrative Science Quarterly*, 17(2), 178-184.
- Clark, V., Alford, F. (1986). NCAA rule 48: Racism or reform. *Journal of Negro Education*, 55(2), 162-170.
- Coakley, J. (2004). *Sport in Society*. 8<sup>th</sup> Edition, McGraw Hill.
- Connelly, F. M. & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), 2–14.

- Creswell, J.W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Creswell, John W. (1994) *Qualitative and Quantitative Methods*. Newbury Park, CA: Sage.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Daily Illini (1968, May 21). *Specifics of 500 Student Plan: Questions Fielded by King Fund Canvassers*.
- Denzin, N.K. & Lincoln, Y.S. (eds) (1994) *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage.
- Dey, I. (1993) *Qualitative Data Analysis: A User-Friendly Guide for Social Scientists*. London, UK: Routledge.
- Division of Campus Recreation, University of Illinois (2001 December). Retrieved from [www.campusrec.uiuc.edu/about.index.html](http://www.campusrec.uiuc.edu/about.index.html)
- Division of Campus Recreation, University of Illinois (2016, October 4). Retrieved from <https://campusrec.illinois.edu/about-us/>
- Draft, R.L. and Lengel, R.H. (1998) *Fusion Leadership: Unlocking the Subtle Forces that Change People and Organizations*. San Francisco, CA: Bernet-Kochler.
- Farling, M.L., Stone, G.A., and Winston B.E. (1999). "Servant Leadership: Setting the Stage for Empirical Research," *The Journal of Leadership Studies*, 6(½), 49-72.
- Fightingillini.com (n.d.). Retrieved from [http://www.fightingillini.com/news/2011/5/17/Longtime\\_UI\\_Athletics\\_Administrator\\_Terry\\_Cole\\_Announces\\_August\\_Retirement.aspx](http://www.fightingillini.com/news/2011/5/17/Longtime_UI_Athletics_Administrator_Terry_Cole_Announces_August_Retirement.aspx)
- Filstead, W.J. (ed.) (1970) *Qualitative Methodology: Firsthand Involvement with the Social World*. Chicago, IL: Markham.
- Gilligan, C., Spencer R., Weinberg, M.C., & Bertsch, T. (2003). On the listening guide: A voice centered relational method. In P.M. Camic, J.E. Rhodes, & L. Yardley (Eds.), *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 157–172). Washington, DC: American Psychological Association.
- Glaser, B.G. & Strauss, A.L. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New York, NY: Aldine De Gruyter.
- Greene, J. (2007). *Mixed methods in social inquiry*. San Francisco, CA: Jossey-Bass.

- Greenleaf, R.K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York, NY: Paulist Press.
- Greenleaf, R.K. (1996). *On becoming a servant leader* (D.M. Frick & L.C. Spears, Eds.). San Francisco, CA: Jossey-Bass.
- Groves, K. (2006). Leader emotional expressivity, visionary leadership, and organizational change. *Leadership & Organization Development Journal*, 27(7), 566–583.
- Hammersley, M. & Atkinson, P. (1995) *Ethnography: Principles in Practice* (2nd ed.). London, UK: Tavistock.
- Hannerz, Ulf. (1992) *Cultural complexity: studies in the social organization of meaning*. New York: Columbia University Press.
- Heider, E.R. (1972). Probability, sampling, and ethnographic method: The case of Dani colour names. *Man*, 7, 448-466.
- Hill, Raven (2008). *Diversity Now. Diverse Issues Higher Education*, 25(19), 30.
- Hirschman, A.O. (1970), *Exit, Voice, and Loyalty*. Cambridge, MA: Harvard University Press.
- Holmes S. L. (2004). An overview of African American college presidents: A game of two steps forward, one step backwards, and standing still. *Journal of Negro Education*, 73(1), 21–39.
- Huberman, A.M. (1993). *The lives of teachers* (J. Neufeld, Trans.). New York, NY: Teachers College Press.
- Hurtes, K.P. & Allen, L.R. (2001). *Incorporating an outcome orientation into the curriculum. Schol.* 16, 95-105.
- Hutchinson, S. & Webb, R. (1991) In J.M. Morse (Ed.) *Teaching qualitative research: perennial problems and possible solutions* (pp. 301–21). Newbury Park, CA: Sage.
- In Qualitative Nursing Research: A Contemporary Dialogue*. Intramural Physical Education Building/IMPE (n.d.). Retrieved from <http://www.uihistories.illinois.edu>
- Jackson J. F. L. (2001). A new test for diversity: Retaining African American administrators at predominantly white institutions. In Jones L. (Ed.), *Retaining African Americans in higher education: Challenging paradigms for remaining students, faculty, and administrators* (pp. 93–109). Sterling, VA: Stylus.
- Jackson J. F. L. (2004). Engaging, retaining, and advancing African Americans in executive-level positions: A descriptive and trend analysis of academic administrators in higher and postsecondary education. *Journal of Negro Education*, 73, 4–20.

- Janesick, V.A. (1994) The dance of qualitative research design. In N.A. Denzin & Y.S. Lincoln (Eds.) *In Handbook of Qualitative Research* (pp. 209–19). Thousand Oaks, CA: Sage.
- Kanter, M.A. (2000). Recreational Sport Participation as a Moderator of College Stress. [Electronic version] *NIRSA Journal*: 24(2), 4-11.
- Kirk, J., & Miller, M. (1986). Reliability and validity in qualitative research. Beverly Hills, CA: Sage.
- Kvale, S. (1996). An introduction to qualitative research interviewing. Thousand Oaks, CA: Sage.
- Lashway, L., & ERIC Clearinghouse on Educational Management, E. O. (1997). *Visionary Leadership. ERIC Digest, Number 110*.
- Light, R.J., Singer, J., & Willett, J. (1990). By design: Conducting research on higher education. Cambridge, MA: Harvard University Press.
- Marable M. (2003). *Blacks in higher education: An endangered species*. Retrieved from <http://www.nathanielturner.com/blacksinhighereducation.htm>
- Masland, A. T. (2000). Organizational culture in the study of higher education. In M. C. Brown II (Ed.) *Organization & governance in higher education* (5th ed., pp. 145–152). Boston, MA: Pearson Custom.
- Matthews, David (1968). The University of Illinois Plans an Intramural-Physical Education Building. *Journal of Health, Physical Education, Recreation*, 39(4).
- McElroy, E.J., Armestro, M. (1998). TRIO an upward bound: History, programs, and issues past, present, and future. *Journal of Negro Education*, 67(4), 373-380.
- Merriam, S. B. (1998). *Qualitative research and case-study applications in education*. San Francisco, CA: Jossey Bass.
- Miles, M.B. & Huberman, A.M. (1994) *Qualitative Data Analysis* (2nd ed.). Thousand Oaks, CA: Sage.
- Mishler, E. G. (1986). Research interviewing: Context and narrative. Cambridge, MA: Harvard University Press.
- Moore W., Wagstaff L. (1974). *Black educators in white colleges*. San Francisco, CA: Jossey-Bass.
- Morse, J.M. (ed.) (1994) *Critical Issues in Qualitative Research*. Thousand Oaks, CA: Sage.

- Nanus, B. (1992), *Visionary Leadership: Creating a Compelling Sense of Direction for Your Organization*. San Francisco, CA: Jossey Bass.
- Nanus, B. (1992). Visionary leadership: how to re-vision the future. *Futurist*, 26, 20-25.
- Nesbitt, G.M. (1998). Social-emotional Development and Extracurricular Involvement of Sport Club Participants. *NIRSA Journal*: 22(2):6–9.
- Palys, T. (2008). Purposive sampling. In L. Given (Ed.), *The SAGE encyclopedia of qualitative research methods* (pp. 697–698). Thousand Oaks, CA: Sage.
- Pelto, P., & Pelto, G. (1975). Intra-cultural diversity: Some theoretical issues. *American Ethnologist*, 2, 1-18.
- Perrow, C. (1970). *Organizational Analysis*. Belmont, CA: Wadsworth.
- Pettigrew, T. F. (1979). The ultimate attribution error: Extending Allport's cognitive analysis of prejudice. *Personality and Social Psychology Bulletin*, 5, 461–476.
- Phillips, D.C. (1987). *Philosophy, science, and social inquiry*, Oxford, UK: Pergamon Press.
- Platt, J. (1985) *Weber's Verstehen and the history of qualitative research: The missing link*. British Journal of Sociology.
- Politino, V. (1987). Physical Fitness and Intramurals: Creating exciting opportunities. *Journal of Physical Education, Recreation and Dance*, 58(2), 54–56.
- Ricard R., Brown M. (2008). *Ebony towers in higher education: The evolution, mission and presidency of historically black colleges and universities*. Sterling, VA. Stylus.
- Schwandt, T. A. (2001). *Dictionary of qualitative inquiry* (2nd ed.). Thousand Oaks, CA: Sage.
- Selznick, P. (1957). *Leadership in Administration*. New York, NY: Harper & Row.
- SEOP Press Release (1968, May 2). SEOP, Box 1, Folder: SEOP.
- Silverman, D. (2001) *Interpreting Qualitative Data* (2nd ed). London, UK: Sage.
- Sixty-ninth Report of the Board of Trustees, (Urbana, July 1, 1996 to June 30, 1998). Record Series 1/1/802, University of Illinois Archives (p. 340).
- Snodgrass, K.R. (1993). *Your slaves – on account of Jesus' servant leadership in the new testament*. In J.R. Hawkinson, & R. K. Johnston (Eds.). *Servant leadership* (Vol. 1, pp. 7–19). Chicago, IL: Covenant Publications.
- Stake, R. E. (1995). *The art of case-study research*. Thousand Oaks, CA: Sage.

- Strauss, A. & Corbin, J. (1994) Grounded theory methodology: an overview. In N.K. Denzin & Y.S. Lincoln (Eds.) *In The Handbook of Qualitative Research*. Thousand Oaks, CA: Sage.
- Swail, W.S. (2003, January/February). Responding responsibility. *Change*, 10–19.
- Varol, A; Varol, S. (2012). Transformational and Transactional Leaders; a Case Study in the Higher Education. *Proceedings of the International Conference on Intellectual Capital, Knowledge Management & Organizational Learning* (pp. 279–285).
- Weinberg, M. (1970). *A Chance to Learn: The History of Race and Education in the United States*. Long Beach, CA: University Press.
- Weingardt, R.G. (2000). Leaving a Legacy. *Journal of Management in Engineering*, 16(2), 42.
- Weiss, R.S. (1994). *Learning from strangers: The art and method of qualitative interviewing*. New York, NY: Free Press.
- Wermers (1967). *Minority Ethnic Enrollments at the University of Illinois Fall Terms*, 17.
- Wildy, H. & Pepper, C. (2005). Using narratives to develop standards for leaders: Applying an innovative approach in Western Australia. *Educational Research and Perspectives*, 32(2), 122–141.
- Williamson, Joy Ann. (2003) *Black power on campus: the University of Illinois, 1965–75* Urbana, IL: University of Illinois Press.